REPORT RESUMES

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A PILOT PROJECT TO DEVELOP A PROGRAM OF OCCUPATIONAL TRAINING FOR SCHOOL ALIENATED YOUTH. INTERIM REPORT AND STATISTICAL EVALUATION.

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A TOTAL OF 272 SCHOOL ALIENATED YOUTH--DROPOUTS AND POTENTIAL DROPOUTS--WERE SERVED BY THE CENTER BETWEEN NOVEMBER 1965 AND JUNE 1967 IN THE FOLLOWING VOCATIONAL AREAS--AUTOMOTIVE SERVICES, CHILD CARE, FOOD SERVICES, HEALTH SERVICES, RETAILING SERVICES, OFFICE OPERATIONS, MANUFACTURING OPERATIONS, MAINTENANCE AND REPAIR, AND LANDSCAPING AND HORTICULTURE. STUDENTS ATTENDED CLASSES 3 HOURS AND WERE PLACED IN PART-TIME EMPLOYMENT 4 HOURS EACH DAY. AN INFORMAL EVALUATION SHOWED THAT 96 PERCENT OF THE STUDENTS WERE WORKING TO THE COMPLETE SATISFACTION OF THEIR EMPLOYERS, 71 PERCENT IN JOBS DIRECTLY RELATED TO THEIR TRAINING. OVER 50 PERCENT OBTAINED THEIR JOBS THROUGH THE SCHOOL PLACEMENT SERVICES. SOME OF THE CONCLUSIONS BASED ON A REVIEW OF CASE STUDIES, OBSERVATIONS, AND COMMUNITY REACTION WERE--(1) DROPOUTS WILL RETURN AND CAN SUCCEED IN A CURRICULUM THAT MEETS THEIR NEEDS, INTERESTS, AND APTITUDES, (2) DISAFFECTION FOR SCHOOL CAN BE CHANGED, (3) PEER RELATIONSHIPS STIMULATE HEALTHY PERSONAL AND SOCIAL ADJUSTMENTS, (4) PARENTS CAN BE INVOLVED, AND (5) BUSINESS AND INDUSTRY ARE PLEASED WITH THE PROGRAM. ADDITIONAL REPORTS INCLUDED ARE--(1) "AN ANALYSIS OF 100 CASE STUDIES," (2) "THE ARRANGEMENT OF ALIENATED STUDENTS INTO DIAGNOSTIC FORMULATIONS AND ITS RELEVANCY TO COUNSELING IN A CENTER FOR VOCATIONAL ARTS," (3) "REPORT OF THE CONSULTANT FOR BASIC EDUCATION" WHICH REVIEWS THE CURRICULUM DEVELOPMENT ACTIVITIES, STUDENT CHARACTERISTICS, AND FACTORS AFFECTING LEARNING AND ATTITUDES, AND (4) "AN EVALUATION OF THE NORWALK OCCUPATIONAL TRAINING PROGRAM." A BROCHURE EXPLAINING THE PROGRAM IS ATTACHED. (BS)

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A PILOT PROJECT TO DEVELOP A PROGRAM OF OCCUPATIONAL TRAINING FOR SCHOOL ALIENATED YOUTH

THE CENTER FOR VOCATIONAL ARTS

INTERIM REPORT AND STATISTICAL EVALUATION

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CENTER FOR VOCATIONAL ARTS

CONTRACT NO. OE 5-85-055

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INTERIM REPORT AND STATISTICAL EVALUATION

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DIRECTOR'S INTERIM REPORT

Norwalk, Industrial City

The Center for Vocational Arts is located in a community of 83,000 people in southwestern Connecticut on the shores of Long Island Sound. It is within 43 miles of New York City and serves as home for many daily commuters.

Norwalk is basically an industrial community and it is estimated that as many workers commute into work in our industries as commute out to work in New York City.

A survey of the Norwalk labor market area[1] reported that 37,860 people were employed in our local industries. Of these, 45.7% were employed in manufacturing operations and 54.3% were in non-manufacturing operations. The area's largest industry is electrical equipment which employs 30% of the factory workers; the instruments group is second in size and employs 15% of our workers.

Industries in Norwalk are in dire need of trained workers for their offices and in their factories. The Center for Vocational Arts students have been welcomed into these industries and are making a worthwhile contribution to the economy of the city of Norwalk.

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[1] Jobs for Tomorrow, Norwalk Labor Market Area, Connecticut Labor Department, October 25, 1965.

Norwalk Schools

Norwalk school system serves 16,250 pupils in 18 elementary schools, 2 middle schools, 3 junior high schools, 2 senior high schools and the Center for Vocational Arts. It also is the home of the Norwalk Community College which serves 1,705 students.

The Norwalk community and its schools are committed to and practice a philosophy of education which regards change and innovation as desirable and vital. The Center for Vocational Arts is but one of several innovations successfully carried out in the Norwalk school system. The Norwalk plan of team teaching, introduced in 1958, was one of the first large scale applications of the team concept in this country. Its excellent instructional material center includes a complete closed circuit television system, emanating from the center by coaxial cable to every school in the system.

Staff services include specialists in the areas of art, foreign languages, instructional materials, language arts, library services, music, mathematics, physical education, practical arts, science and social studies.

General

The official contract for this project was received August 20, 1965. Immediate steps were taken to procure educational facilities and a staff for this project. The Norwalk Board of Education designated the former Winnipauk elementary school as the facility for the Center for Vocational Arts, the official title given to the school housing this project.

An initial staff was hired to proceed with the implementation of the program and temporary rennovations to the building were completed. The first pupils were enrolled in the program October 9, 1965. We have made steady progress since that date and now have nine vocational areas equipped and in operation. They are:

Automotive Services
Child Care Services
Food Services
Health Services
Landscaping and Horticulture
Maintenance and Repair Operations
Manufacturing Operations
Office Operations
Retailing Services

Professional Staff

The following professional staff was authorized for this project:

1 - Director

9 - Vocational Instructors

9 - Guidance Counselors

3 - Basic Education Specialists

2 - Social Workers

1 - Psychological Examiner

Director

The first year, 1965-66, the program was under the direction of Mr. Saul Dulberg. He resigned effective August 31, 1966.

Mr. Forrest Parker, department head of Practical Arts for the Norwalk Public Schools assumed the additional duty of acting director on that date. The position of director was widely advertised and Mr. Dewey Hale was engaged for the position, to report October 24, 1966. Tragedy struck, Mr. Hale was killed in an airplane accident prior to reporting to duty, making it necessary for Mr. Parker to continue as acting director for the remainder of the year.

Vocational Instructors

Vocational instructors have been selected that have had many years practical experience in the field. Minimum requirements were:

1. High school diploma
2. 7 years experience in the trade
3. Completion of two education courses sponsored by the Vocational Division, State of Connecticut

Instructors in the following areas meet these minimum qualifications:

Automotive Services

19 years as an automotive mechanic and garage owner.

Food Services

The instructor has 10 years experience as a manager of a chain restaurant and 2 years as a training consultant.

Automotive Services

The instructor has been in the trade for twenty five years. He has worked as an auto mechanic and in recent years operated his own garage in a nearby town.

Landscaping and Horticulture

The instructor has had two years training at Massachusetts State College, in agriculture. He has many years varied practical experience in landscaping and related occupations.

Health Services

This program is conducted by a registered nurse. She received her education in nurses training at Northwestern University and trained at the Evanston, Illinois hospital school of nursing.

Maintenance and Repair

This varied program is taught by a veteran of the construction industry. He has had thirty years of practical experience as a carpenter, builder and construction foreman.

Retailing Services

This instructor started to work in retailing immediately upon graduation from high school and rose to a top management position with the Hat Corporation of America. He brings with him a wide range of experiences in the retailing field.

Manufacturing Operations

This instructor is a practical machinist and tool maker. He has worked in all areas of the trade and came to us from a supervisor's position in a large custom machine tool plant.

Child Care

The instructor in this program is a certified home economics teacher with two years public school teaching experience. As a mother of two small children, she has been able to add the personal touch to this program.

Office Services

This course is taught by an experienced, certified business education teacher. She taught ten years in the Norwalk High School prior to joining the staff at the Center for Vocational Arts. She has worked in industry in a secretarial capacity and combines these experiences to offer outstanding instruction to our pupils.

Guidance Counselors

There is a guidance counselor assigned to each vocational area. All guidance counselors are fully certified for the position they hold. Certification requirements include:

1. A master's degree in guidance.
2. 1 year of practical work experience.
3. Successful teaching experience.

Two counselors on the staff hold the 6th year professional certificate.

Educational Specialists

Educational specialists are employed in the areas of mathematics, science, English and social studies. English and social studies teachers are employed a half time basis.

Mathematics

Taught by a man young in years, but broad in experience working with children with special needs. He spent two years with the peace corps in Africa before joining our staff. He combines this experience with a sound knowledge of mathematics to offer instruction geared to the ability of the pupils.

Science

Taught by a mature man who is in his first year of teaching. He had many years experience in industry before attending college to receive his degree in education.

English

Our teacher of English has had extensive experience at the secondary and junior college level of teaching. She has the master's and 6th year professional diploma and is thoroughly familiar with the methods of teaching pupils with programmed learning materials.

Social Studies

The social studies teacher is in her first year of public school teaching, but has had private school and settlement house experience. She has traveled widely and worked for two years in India. She holds a master's degree in social studies.

Social Workers

We were unable to obtain the services of a fully certified social worker. We engaged a man with a guidance certification who had extensive experience working for the state welfare service as a social worker. Strict Connecticut certifications could not be met, but he performed the task efficiently. The social worker did intake counseling as well as home visits with problem cases.

Psychological Examiner

A certified psychological examiner was not available for the program so that a guidance counselor with advanced training filled this position. This counselor has the master's degree and the 6th year professional certificate. He has been responsible for administering the testing and evaluation program in the school.

Student Body

School alienated youth for the Center for Vocational Arts were selected from students in the 15-21 year age group. The proposal suggested that seventy pupils who had dropped out of school, and two hundred potential drop-outs would be enrolled in the school.

Potential drop-outs were identified by administrators and guidance counselors in the sending schools - three junior high schools, two middle schools and two high schools. Guidelines for determining potential drop-outs (addendum #1) is a form that was used to assist sending schools in identifying potential drop-outs.

When the sending school counselor and the potential drop-out jointly felt that the pilot project would meet the needs, aptitudes and interests of the student a preliminary admissions form (addendum #2) was submitted to the Center for Vocational Arts. This request for admission was followed by two intake interviews, one at the sending school and the other at the Center for Vocational Arts.

School drop-outs are contacted by our social workers and the Connecticut State Employment Service. A list of 260 pupils who had dropped out of school was compiled and were contacted through letters, telephone calls and personal visits.

A running list of potential drop-outs has been maintained through the cooperation of the guidance department. Two hundred and thirty five potential drop-outs were contacted during the summer of 1967. These pupils are contacted throughout the school year following our policy of rolling admissions.

A complete analysis of the character and potential ability of our students is included in reports by the New York University evaluation staff attached to this report.

Enrollment

The Center for Vocational Arts was planned to provide training for 270 school alienated youth. The first thirty one students were admitted in November, 1965.

Pupils were admitted as fast as facilities could be made available for them. A total of 110 students were admitted during the 1965-66 school year.

One hundred and fifty five pupils were enrolled in September 1967 and enrollment climbed during the year to 191 students. A total of 272 pupils have been served by the Center for Vocational Arts. The chart below (Fig. 1) shows actual monthly figures of total pupils served (cumulative enrollment), monthly enrollment, and actual pupil attendance. The wide variance between the total pupils served and the number on the attendance rolls at one time reflects our policy of rolling admissions and releasing pupils to employment as soon as they are ready.

A survey of the reasons why pupils left the Center for Vocational Arts reveals the following reasons in descending order of frequency:

Attained a Vocational Certificate)
(training completed
Received a high school diploma)

Accepted full time employment

Entered armed forces

Entered job corps

Health (pregnancy)

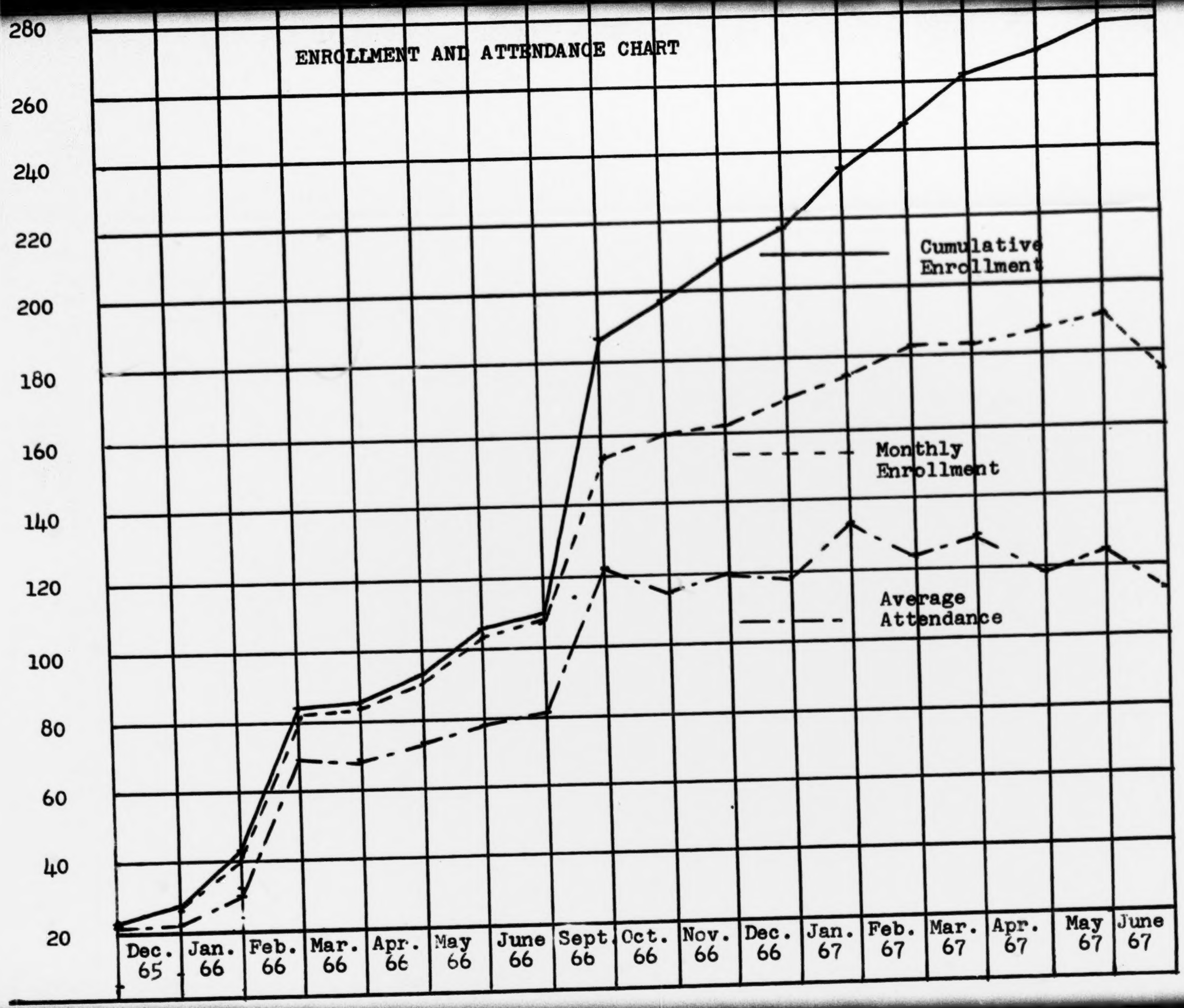
Transferred to another school

Five students received diplomas in 1965-66 school year. At graduation exercises in June 1967, 21 pupils received a diploma from the Center for Vocational Arts and 24 students were granted vocational certificates.

ENROLLMENT AND ATTENDANCE CHART

	Cumulative Enrollment	Monthly Enrollment	Average Attendance
Nov.	23	23	
Dec.	26	26	21.7
Jan.	43	42	32.9
Feb.	85	84	71
Mar.	86	85	69.3
April	94	93	73.3
May	105	104	79.4
June	110	109	80.4
Sept.	186	155	121
Oct.	199	160	116
Nov.	209	163	120
Dec.	219	171	119
Jan.	237	176	132
Feb.	247	183	124
Mar.	261	183	128
April	267	187	119
May	272	191	123
June	272	175	112

The graph Fig. 2 shows the relation between enrollment and daily attendance in this school.


ENROLLMENT AND ATTENDANCE CHART

Director's Summary of Evaluation of the Effectiveness of this Program

An informal evaluation of the effectiveness of the Center for Vocational Arts program was conducted during the past year. This was made possible through the cooperation of New York University advisors, employees, school staff and students.

One prime objective of our Vocational School is to train students so that they can gain and hold suitable employment. We find 96% of our students working part-time to the complete satisfaction of their employers. Seventy-one percent of these students are working at jobs directly related to the training they are receiving. Over 50% of these students obtained their jobs through the placement services of our school.

About 10% of the students leave the program without completing the requirements for a diploma or vocational certificate. The reasons vary, but most leave to accept full time employment. One percent have returned to their sending school.

Many of our students are interested in putting forth the extra effort required to attain a high school diploma. Our survey reveals that about 25% of our students will attain this goal.

A Parents Night was held recently to obtain their reaction to the program. Attendance exceeded our expectations. Parents were enthusiastic about the social progress we had made with their children. Typical comments were:

"I don't have to force John to go to school any more; he enjoys going." - "He has a good job after school and it helps out." - "My boy seems to be able to stay out of trouble since he has been going to your school." One man refused a transfer with his firm because he did not want to move his child out of this school.

There are many indications of social progress and acceptance of civic responsibility. At our first school dance (Christmas) the students made complete arrangements. The affair was a complete success without a single unpleasant incident during the entire evening. Supervising officials were amazed at the orderly conduct and good party manners of these school alienated youth. The students take pride in the building and its equipment. We have not experienced any vandalism or defacing of the building or its equipment since the start of the program.

The personal appearance and dress of the students continues to improve. Moustaches, long haircuts, etc. seem to disappear soon after a boy enters the program without any direct requests from the staff.

We have received many favorable comments from civic leaders, churches, and the police department for our efforts for these school alienated youth. Many employers have sent in favorable reports and indicated a desire to employ more of our students.

A review of case studies, observations and community reaction substantiate the following conclusions about this program.

A. Drop-outs will return and can succeed in a curriculum that meets their needs, interests and aptitudes.

Drop-outs have returned and assumed leadership roles in the school. Some drop-outs have already received their high school diploma and are now gainfully employed.

B. Disaffection for school can be changed.

Pupils seem to enjoy going to school again. Parents tell us that their children look forward to going to school now. Many students were in tears when school closed for the summer and expressed a desire to attend all summer.

C. School becomes a haven for these youth.

The pupils have adopted the school as a second home. They have not damaged or in any way defaced the building. Many students, when not working, will attend both morning and afternoon sessions. Many dropped in during summer months almost daily to chat and discuss their problems.

D. Peer relationships stimulate healthy personal and social adjustments.

Pupils have readily assumed leadership in many areas such as athletic activities, school dances and parties and student organizations. Their earnest empathy for a deceased student and his mother prompted a letter to the editor of the local paper by an observant citizen.

E. Parents can be involved in this type of a program.

Parents have shown an intense interest in the program. They visit the school, cooperate very well in our attendance and report procedure. The attendance at a recent Parents Night exceeded all our expectations.

F. Business and industry are pleased with the results of the program.

The business community has been very helpful in offering employment to the students. We now have more job opportunities than we can possibly fill.

G. Vocational skill training is successful.

Students from the school have worked quickly up the ladder of success in their jobs. Our listing shows several assistant managers in the foods trade and retailing.

H. Academic achievement is stimulated.

Many of our students are now seeking a high school diploma. 21 diplomas were awarded at graduation in June 1967. They are willing to put in the extra effort on an individualized program to attain this goal. Some of our graduates have gone on to the Norwalk Community College; one has been admitted to Sacred Heart University, two to Norwalk State Technical College.

I. Vocational skill training provides service to the school system and the community.

The school has been able to do extensive repairs on school owned trucks and equipment. They have taken part in a community beautification project and painted and decorated their own building.

J. There is an increased acceptance of the project philosophy in the community.

The fears of minority groups of the low aspiration level of the program have been allayed. We are successfully combating the drop-out stigma that was originally present. We have been encouraged by church groups, Juvenile Court, and the local newspaper. The program received a Pacemaker Award from the National Education Association. The program has been nominated for the "Outstanding Service Youth Award", offered annually by the State Commission on Youth Services.

Fifty Boys and Fifty Girls at the Center for Vocational Arts

An Analysis of 100 Case Studies

Alice Jo Siegel, Smith College
Bernard Talle, LaSalle Academy
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August 5, 1967

Acknowledgment is made to the counselors who contributed the case studies and participated in the case conferences:

- Mr. Manuel Oliveira
- Mr. Michael Barber
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- Mrs. Betty Cattell
- Mr. Edward Nawrocki
- Mr. Joseph Delano
- Mr. Allan Aroh
- Mrs. Judith Petropulos
- Mrs. Beatrice Waldman
- Mr. Mark Rossman
- Mr. Joseph Russo
- Mr. Thomas Rietano

Fifty Boys and Fifty Girls at the Center for Vocational Arts

An Analysis of 100 Case Studies

There are many stories about alienated youth, few studies. This paper reports the findings from intensive case studies of 100 "school alienated" youth who participated in an innovative, counselor oriented, vocational program at the Center for Vocational Arts in Norwalk, Connecticut.*

These case studies were written by the counselors at CVA who were in daily touch with the students. They had low case loads and were allotted time in the summers of 1966 and 1967 to complete the case studies.

Their "stations" were in the work areas; they "lived with" the students in the shop and the study areas; their work with students was on their feet, not at a desk. For the first year there was a case conference once a week about selected students involving counselors, shop instructors, teachers and university consultants. The schools from which the students came and the Division of Pupil Personnel Services were most cooperative in supplying data. The emphasis on guidance in the CVA was quite thoroughly supported by all hands.

The story told in the pages to follow is as accurate a reflection of the analyses of the counselor's reactions as the authors are able to give. The cases were read and reread and analyzed and thought about. Basically, however, they are the product of the counselors and this is the context in which our findings must be understood.

The outline for the case studies was an adaptation of a case study by the counselors from an original used at NYU in counselor training classes. (A copy of the outline appears in Appendix I.)

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*Under the general direction of Dr. Raymond Weiss of New York University, a number of research specialists have studied the population described in this paper. Reports on their findings will be available later.

Fifty Boys and Fifty Girls at the Center for Vocational Arts
An Analysis of 100 Case Studies

The young people who come to CVA are trapped in a complex of problems, social and psychological as well as academic. At sixteen and seventeen years of age each of them faces failure. For most of them, failure, at least in school, has been the only reality they have known. They have been told too many times, for too many years, by too many people, that they are worthless. Insecurity, poor self-image, negative attitudes, are norms; the individual variable is one of degree, for they all come to CVA by definition alienated.

If these youngsters are to rise out of defeat, they must also come with some kind of hope. At CVA they have been able to realize a new faith and pride in themselves. In the course of the school year as reported by their counselors and reflected in their achievements, over 80 percent of these students have changed and grown, often dramatically, in their ability to concentrate, in their social behavior, in their outlook and bearing. They look better - happier and neater. Almost all of these students have responded positively to their counselors. One of the strengths of CVA seems to lie in its integration of individual instruction and counseling. Recurrent comments of counselors about students include: "has never felt accepted before", "needs daily attention", "needs individual direction", and relatedly, "can only work in relaxed setting", or "is learning to handle more discipline, structure", acts as if this is "the first school that ever treated him like a student". One counselor writes, "CVA has given her the love, security, and attention she needed". Another says of a girl receiving her vocational certificate, "CVA has made a lady out of her".

Through teaching and guidance on a one to one basis, CVA has offered a flexible program without undue pressure, without the educational demands of a regular high school that these youngsters felt they could not meet. This school offers a place where a seriously alienated boy or girl feels that somebody cares, that somebody is willing to help him and has the time and resources to help him. He elects a program that meets his aptitudes, interests and present needs.

CVA offers nine training areas of semiskilled services: Automotive, Child Care, Food, Health, Landscaping and Horticulture, Maintenance and Repair, Manufacturing, Office, and Retailing. The maximum number of students in an area per session (a.m. or p.m.) is fifteen, with a teacher and a counselor instructor always present. Thus the student-staff ratio at its highest is 7 1/2 to 1. The school also has four academic specialists who tutor on an individual basis. Roughly two times as much money is spent per student at CVA as in a regular Connecticut high school.

The student body at CVA has fluctuated around 200 members during the 1966-67 school year, CVA's second year of existence. Our study of 100 cases is divided into 50 girls and 50 boys. As the student body is actually almost three-quarters male we have approached the boys' cases as representative of the whole, with a slight imbalance of students who have completed the program this June. The female population is almost completely represented in the fifty girls cases studied.

Spring Term, 1967

	Total		Boys		Girls	
	Case Studies	Whole School	Case Studies	Whole School	Case Studies	Whole School
	100	190	50	136	50	54
Diplomas 1967	17	21	8	11	9	10
Voc. Cert. 6/67	15	24	9	18	6	6
Returning 9/67	56	115	26	84	30	31
Left or Undecided	12	31	7	24	5	7

Fifty Boys and Fifty Girls at the Center for Vocational Arts
An Analysis of 100 Case Studies

Most CVA students work toward vocational certificates; about 25 percent choose to earn a high school diploma. About 10 percent left during the course of the school year to join the armed forces or to work full time. Several other students completed their vocational and/or academic requirements at CVA and left to work. One percent returned to regular school. In December, 1966, 96 percent of CVA students were working at least part time and performing to the satisfaction of their employers. Seventy-one percent were working at jobs directly related to the training they received. Over 50 percent of these students obtained their jobs through CVA placement services. In an NYU survey (a collateral part of the larger research) in May 1967, 79 percent of the 120 respondents wrote that they were pleased or very pleased with their experience at CVA. Thirteen percent were not yet sure.

The factor that emerged as most meaningful throughout these 100 cases was the home, the quality of home conditions and of family relationships. This seems to be a viable vantage point from which to begin understanding these alienated youth. Students fall into three groups, with some overlap. Less than one third come from what we would describe as psychologically "good" homes. These we define as stable and intact, with a healthy sense of family cohesion. Parental affection and constructive discipline are evident. Students possess a positive attitude towards family. These good homes are not necessarily middle-class homes, in the sense that they need not value white-collar work or higher education. Rather, a good home by our criteria, is one which seems conducive to raising a well-balanced and conscientious individual, where parents are worthy of emulation.

The majority of CVA students come from poor home backgrounds, that is, psychologically unfavorable. Over forty of these seventy cases reveal very poor home conditions, households which are disrupted and demoralizing. These include many broken homes, homes with friction between parents, homes with tension between parents and children. There is usually little or no evidence of family cohesion.

The remaining group of twenty-five students from unfavorable homes come from what we have termed fair or fairly poor homes. In these households there are also difficulties, often severe, but there seems to be some support, some underlying strength rarely sensed in the very poor homes.

We do not mean to infer that psychologically poor homes are the only cause of school alienation. As will be noted later, some students have problems which seem to be primarily academic; some reflect discipline or acting out problems, presumed to be in large part personality or social problems; others exhibit problems of Imbalance, Incapacitation, Conflict Reaction, Unattractiveness. A student may never have learned acceptable behavior in a school environment; or what he did learn has lost all meaning; or he is reacting to an environmental or adult pressure; or he _feels_ unattractive - because he is ill-favored mentally, physically, emotionally.*

In our discussion, we have separated the boys and girls, since there seems to be significant differences in how they are affected by family and by school.

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*See Talle, Bernard, and Wilkins, William, "The Arrangement of Alienated Students into Diagnostic Formulations and Its Relevancy to Counseling in a Center for Vocational Arts." August 4, 1967

Fifty Boys and Fifty Girls at the Center for Vocational Arts
An Analysis of 100 Case Studies

Girls from good homes

1. The family

Only nine of the fifty girls come from what we consider good homes. These are stable and intact households with strong family values. Some sense of ambition is evident, with one or both parents working. The families are large but not disorganized. Their educational level is about the same as that of the disorganized families, with only a handful of parents having finished high school. The families in this group are slightly better off financially; still all but one family are from a less advantaged socio-economic level. Older children from these families have completed their high school education, either by graduation or equivalency exam. Three of the eight families have two children at CVA. In regard to ethnic background, three girls come from white, Italian, Catholic families; two, white, Protestant probably; three, Negro, Protestant; one, white, Jewish.

2. The student

Seven of these nine girls were school-alienated, mainly for academic reasons. The other two had been discipline problems, each suspended two or three times; one of these left school because she was pregnant. All but two of these nine girls had records of truancy before coming to CVA. One said, "I was too embarrassed not to be in my proper grade." Only one girl failed in the early grades; the rest began failing in high school. There is no significant difference in the level of intelligence from that of the total group; the same I.Q. range is represented from normal or dull normal with the large portion of the group within normal levels. Most of these students had low levels of confidence during their school years and upon entering CVA.

This group tended to receive better health care than students from poorer home situations.

3. At CVA

The adjustment to others socially was reported to be better than generally at CVA. This would also appear to be an extension of the stabler family life. The group was reported to be emotionally stable and to have good work habits at CVA. The attendance problem was considerably improved.

All of this group were reported to profit from CVA and from the help that counselors, teachers and vocational instructors have given them. They are doing well in academics and vocations; several have assumed leadership roles in CVA.

In addition to positive gains in academics and vocational training, the members of this group were reported to be trustworthy and have a good sense of responsibility in a job situation. Prognosis is favorable for success at CVA. Some will not graduate with diplomas but are expected to finish a skill training. Two girls graduated this year; the rest are returning, exept for one who will attend private school.

Girls from very poor homes

1. The family

Forty-one of the fifty girls came from poor homes; twenty-nine of these from very poor homes. The majority are broken homes, largely divorced; also largely with a remarried parent; the remainder are intact homes with much tension between parents. Often there is a "difficult" parent; some are described as domineering, several fathers are heavy drinkers, other parents are seriously ill. Several of the mothers leave something to be desired as examples for emulation. In over half the cases the girls revealed an outright dislike or disrespect for one or both parents. Most of these girls relate poorly to their mothers. Over one third of the group of twenty-nine want to leave home. Again, there is little or no homelife or family cohesion. Despite family disruption, in some instances there are evidences of positive relationships between siblings or between child and one parent. The girls report pressure from parents about school, learning a trade, or the contribution of money. Almost half of the group has to spend a good part of their time taking care of younger children and running the household. Characteristic of this group are siblings, also with a history of truancy, or non completion of school, or trouble with police. As the aphorism goes, these families are known to social agencies, and sending this girl to CVA is an attempt to break up a pattern of disruption. Sometimes the stimulus came from an older brother or sister who had broken the pattern of failure. This group is generally from a lower socio-economic level. A few families are on relief. In only three cases was it reported that both parents had finished high school. Two of these were upper class families where the child experienced great pressure to do well in school. Ten families are white Catholics; twelve more are white and probably Protestant; six are Negro; one is Puerto Rican.

2. The student

A number of these girls were behavioral problems. Eight were categorized as serious discipline problems in high school. More had been truancy problems. Some were guidance transfers from one school to another. There were at least four histories of shoplifting. Two 15-year olds had spent the past two years in reform school. Four girls had left high school because of pregnancies. There are two histories of promiscuity, without pregnancies. Two cases reported suicide attempts.

Ten of the group were held back in elementary school. Several others had C or B averages but were found socially immature by their teachers. Several youngsters were discouraged by frequently changing schools. Sixteen were held back in junior high. Only eight of this group of twenty-nine had continued at grade level until coming to CVA. The lowest I.Q.'s are found among the students from the poorest homes, but the large part of the group is comparable in ability to those from fair and good homes. In the cases of very poor homes and of fairly poor homes, CVA counselors have repeatedly made such comments as, "This child has probably never performed to capacity because of her constant family problems and responsibilities;" "This girl has known constant frustration because of her low ability at school and her problems at home."

In contrast to the "better" home groups, about half of this group was reported to have health problems, such as bad teeth, uncorrected vision, obesity, speech difficulties, and psychological and possible psychiatric problems.

3. At CVA

In spite of the above congeries of problems, eight of this group are reported to be emotionally stable, with good work habits, and are progressing well at CVA. Twenty of the twenty-nine were reported still to be in need of sustained counseling at CVA though the large part have shown at least limited improvement and have responded positively to their counselors. Many are still "tense and nervous", still insecure, defensive, disorganized. Several "always have an excuse" as they did in high school. Four girls are thought to need psychiatric or psychological counseling beyond the means of the school; only one girl as of this writing is doing anything about it.

This group of twenty-nine as a whole has made progress in work performance on the job and in training for work. Their progress in academic areas is reported to be not as good as in the other "performance" areas. Their counselors predict that nearly all of them will earn a vocational certificate; and half of these will achieve a diploma also. Eight girls graduated this year, five with diplomas; all but three of the rest are returning next fall.

Girls from fair homes

1. The family

Twelve of the forty-one girls from unfavorable homes have known some compensating factors in their family problems. Eight of these homes are broken or have dead or ill parents, yet in seven of them there is a good sense of family cohesion. Four of these girls are older daughters who have long helped a single parent to take care of the younger children. (Three of these parents are now remarried.) Two girls from intact homes seem close to their families but "have been spoiled". Three others from intact homes (including one with both parents ill) have rebelled to varying degrees, but still bear the imprint of positive values and drive instilled at home. These three resent the pressures of sibling rivalry and demands from parents concerning educational or cultural values (i.e. one Italian family is "strictly old country".) One girl left home for three months to escape the supervision of her father but has now returned, both sides having relented a little. There are several sets of apparently concerned but weak parents. The two girls who came from intact but confused homes seem to have had the most trouble of this group adjusting to CVA. Only a few of these parents are reported to have completed high school; the same is true of older siblings. No distinct pattern emerges as to who supports the household; whoever is able works. Economic levels split between upper lower and lower middle classes, generally the same range as found in the better and poorer girls' homes. Seven of these families are Negro;

one, Puerto Rican; one, white Catholic; three, white, and probably Protestant.

2. The student

Three of these twelve were retained a grade in elementary school. Almost all were failing by junior high; of those who were not held back, one went to a corrective reading group, another was put on homebound instruction. The latter said she could not stand the tension of a regular high school. Frequent changes of schools (at least seven during grades one to six) and parental pressure contributed to her negative attitude. The girls from fair homes include only a couple of serious discipline and/or truancy problems (although all may have not been reported in these case studies). There were two cases of "sticky fingers", but both girls have behaved themselves since coming to CVA.

School-alienation in this group seemed to stem from academic problems, usually compounded by familial and/or psychological difficulties. All but two have average I.Q.'s, and both girls with slightly lower I.Q.'s are hard workers. One attended the Upward Bound program last summer. The other has taken college correspondence courses in animal husbandry and hopes to work for a veterinarian. Three of these girls from fair homes had to leave high school to work. Another girl was pregnant and left high school to get married. She is now in the process of divorce and is living in common-law marriage with another man whose child she also has. Her counselor writes that this girl has matured a great deal, is an excellent worker, a pleasant person and that her ultimate prognosis looks favorable.

3. At CVA

Nine of this group appear to be emotionally stable. Nine, mostly the same girls, have developed good work habits and drive at CVA. Two of the emotionally stable seem to be immature and occasionally dishonest but are improving. They are included in the group of seven who responded positively to counseling and definitely need more. Four other girls have responded very well to counseling and seem to be managing on their own. The twelfth is a defensive girl who seems unlikely to seek the psychological aid she needs. Almost all have adjusted well socially to CVA; a few whose relationships started out as fair seemed to have "warmed up" considerably. Nine of the twelve girls from these fair homes are working toward diplomas. This includes four of the five who graduated this year. All but one of the rest are returning next year.

Two girls who were missing fathers have become pregnant since coming to CVA. Both were very much affected by a father's illness and death. The third was forced by a domineering father to work until she convinced her mother to divorce him. A fourth is still trying to break with "the wrong crowd" she got mixed up with in high school. Many of these girls feel they have let people down morally or socially and sometimes economically, as well as academically. There seems to be a more frequent sense of guilt among the girls from fair homes than among those from the good or very poor. Students from homes where there has been support despite difficulties seem to have a heightened awareness of suffering and sacrifice, a strong sense of owing someone something and a deeper drive because of it.

Counseling - girls

Counseling is reported to have had a positive effect upon forty-five of the fifty girls whose cases were studied. In general they were not only agreeable about coming to the counselors but sought them out. Over one third of these forty-five have shown distinct gains in confidence and maturity; they are working toward or have achieved a realistic goal at CVA. Counselors have remarked upon increased motivation and energy, improved attendance (often radically so), improved appearance, better behavior, better relations with peer group. The others, almost two thirds, have shown a fair to good response to counseling and definitely need continued help from counselors. This includes several girls who seem to be growing more positive in their attitudes but who have been at CVA too short a time for the counselor to know the depth of their problems, and also two girls who after a long stretch of seriously unresolved problems have at last shown at least "the willingness to communicate with the counselors". A large part of this second group of students, twelve of twenty-nine, are reported to need a great deal more counseling. Several have been recommended for psychiatric aid.

Of the five girls whom counselors felt they had not reached, four come from very poor homes, one from a fair home. One parentless girl remains generally apathetic toward CVA but is interested enough to keep coming. Her counselor was noncommittal about her prognosis but suggested that she change to a less demanding vocational area. Two others also come from very deprived homes and seem to be disturbed girls who are unlikely to seek the psychological help they need. They are both heavy, both introverted; both have below average I.Q.'s. One is promiscuous and leads an "extremely disrupted personal life"; her counselor predicts she will drop out of CVA. The other girl is extremely insecure and repressed; her one strength is her closeness to her family. She was initially enthusiastic about CVA but has since left due to personal problems. The counselor feels that if the girl can be persuaded to return she could become a good worker and a happier person. The fourth counselee whose attitudes have not changed since coming to CVA represents the other extreme student type found at the school. She is a girl from an upper class home where she had been exceedingly pressured. Her father is reported to be a belligerent, domineering man against whom all of his children have rebelled. This girl is bright and has worked hard at CVA; she has become less withdrawn but sill has a chip on her shoulder. She is graduating from CVA although she is ashamed to have had to come here to receive her diploma. This, as we have seen, is hardly the general case; most students are happy to be here.

The fifth student who did not respond to counseling poses another kind of problem at CVA. She is a defensive Negro girl who earned her Vocational Certificate this year but did not come to graduation. She comes from what we have termed a fair home, with reservations in this case; her parents are separated but her mother has maintained a sense of family unity. She has a fierce temper and vacillating values; she was a discipline problem at CVA though not to the degree she was in high school. Her counselor writes that her inability to control her emotions is basically on an infantile level. He surmises her self concept to be "poor self actualization which has lead to feelings of inadequacy, fear, frustration and human conflict". The counselor continues, "Her attitudinal changes have been sporadic...and brief. Her ability to make gains...has been impaired by a long list of failures. In fact, if she has a good day at CVA, she will probably lose all continuity of success when she goes home." The girl relates superficially to white people. She does relate better to people of her own race, but as she handles people poorly in general her counselor feels her present vocational goals in Food Services are unrealistic. She needs professional help with her problems, which she is unlikely to seek. Her counselor comments, "It is time this girl faced the world...maybe she will learn from the school of hard knocks." The counselor describes the girl as ---- a strong product of "the subculture of the low socio-economic Negro migrant group".

Boys from good homes

1. The family

Twenty-two of the fifty boys' cases reveal a good, healthy home background. Strong support from within the family exists in almost all cases; significant support in the remaining few, where earlier a son may have been overprotected or else pressured to achieve more than his capabilities. All these homes have a good sense of family cohesion; two borderline cases are a basically good home where the father tends to be domineering and one where the boy is the youngest of five children, the others being all sisters, who are now married. Fourteen households, two thirds of these homes, have a lower middle class income; three are upper middle class; five at least are upper lower class. Fathers' professions include mechanic, post office clerk, policeman, truck driver, psycho-therapist. There is an even split in these twenty-two homes between those where the father or both parents work. In seven cases it was reported that one or both parents finished high school, with at least three receiving further training; but one suspects the number of homes where at least one parent completed twelve grades to be nearer to fifteen. Three cases reported neither parent having finished high school, though there are probably several more in this category. Of the twenty homes with siblings, other than the CVA student, half were reported to have had other children graduate or be doing well in high school. Again one suspects the number is higher. Two families have two children at CVA. In regard to ethnic background, nine families are Catholic and white; eight more are white and probably Protestant; three are Negro and Protestant; one is Jewish and white.

2. The student

All of the boys from good homes have had rough academic careers. Despite the reading disabilities most of them have, fifteen of twenty-two scored at least average intelligence on the Otis test in recent years; three of these scores were definitely above average. Yet only four boys of the twenty-two reached high school without having been retained a grade. Of these, one was put on homebound instruction and dropped out of eleventh grade; two others failed eleventh grade and were repeating it when they transferred to CVA, one boy having first withdrawn and re-entered high school; the fourth was failing in the twelfth grade, having made it thus far on a D high school average. All four boys had been truancy problems; two were discipline problems.

It is significant that the boys from good home conditions should have experienced far more academic failure than the girls at CVA from comparable home backgrounds, who, as we have seen, display comparable intelligence levels and emotional stability. Eleven of the twenty-two boys, half the group, were retained at least one grade in elementary school. At least six others with B or C averages in grade school had ominous comments on their records: "immature", "needs constant supervision", "nervous", "erratic", "underachiever". A few were quiet and cooperative but very slow. In junior high sixteen of them repeated one grade, often getting by the second time with social promotions. The others did mostly D or C/D work; several were put in corrective reading programs. Some were guidance transfers from one school to another. The fourteen who continued to high school all eventually failed. Ten boys of the twenty-two were reported to be truancy problems: six, serious discipline problems (probably more actually). Four had police records.

All boys in this group have had good or adequate health care. The majority are in good health. Seven have had or have health problems which have affected their adjustment. One boy suffered from polio at age five and has since recovered; another had an early hip condition for which he had to wear a brace; a third, an early kidney condition and a generally slow growth pattern. Two others are frail and suffer from allergies or asthma. Another has a very poor eye condition which was just recently discovered. Three of the seven boys have speech impediments, a lisp or stammer. One of them is seriously disturbed and has been treated by a psychiatrist for several years.

3. At CVA

The adjustment and progress of these twenty-two boys at CVA has been remarkable. Six earned diplomas this year; two graduated with vocational certificates. The fourteen others are returning this fall, half as diploma candidates, half earning vocational certificates.

Nineteen responded favorably - responsibly and competently - to a job situation; success stimulated many to work harder and often renewed an interest in academics. Three boys who were doing well vocationally still rebelled against academics, even against the amount of writing necessary to complete training sheets. A comment which represents the most frequent observation of counselors is this: "Vocational success has contributed a great deal to his emotional pattern." Boys who long suffered from defeated, negative attitudes are learning that they have untapped abilities, often far more than they believed possible. One discovered that his race need not hold him back from achieving; his turning point came when he finally decided to accept a promotion from busboy to back-up cook; a year later he was assistant manager of the restaurant. Another diploma candidate, after a year of wavering, realized he could make it on his own now; his key decision was not to join the Navy and earn an equivalency diploma as had his two older brothers. Several who graduated this year were once not only serious school discipline problems but had police records. "I can't be a bum all my life", said one. One counselor writes this of a boy, once a truancy problem in high school, who is returning next year to CVA:

> "The instructor and I agree that X is an ideal student. His homelife is normal, he has average intelligence, but could use remedial work in academic subjects. He has made a tremendous adjustment to school here at CVA....He is honest, highly motivated, creative, responsible... and, in my judgement, a good influence on other students."

Several boys are wholly self-supporting, working a forty hour week and, in addition, attending CVA. One CVA student also attended technical school at night. The three boys who demonstrated immaturity in a job situation have all improved in their performance over the year, but still have far to go.

In regard to counseling, fourteen students responded favorably and are managing very well. Each is emotionally stable and has developed good working habits and drive. The other eight also reacted positively to counseling and/or are receptive to its continuance next year. All are emotionally stable but several are still restless, lazy or erratic. Some are struggling with serious problems. One is under great pressure from his wife and parents to earn a diploma and must at the same time earn a living. Another is torn between the aspirations of rising middle class parents and association with lower class friends. Their counselor's ultimate prognosis is favorable. Three boys claim they want a diploma but have done no work toward it. One boy who worked hard last year wasted this year, though he is returning next year. Three boys appear to need much more counseling; all are confused vocationally and "need to develop more realistic self-concepts." The prognosis for one is non-committal; for two it is favorable reservations.

In all cases there was social growth, an unfolding, a smile where there was no smile, a greater awareness of others. The degree of growth ranged from fair and improving to excellent, again an extension of stable family life. Some of these boys became school leaders; many are respected and well liked. Several who are agressive and nervous are growing more confident and relaxed; others are learning to control their tempers.

Six of the eight who graduated this year are continuing their training; their plans include a technical computer program, a college business program, culinary school, the Job Corps. Two are enlisted in the Army with definite future careers in mind; one is earning an equivalancy diploma in the Cooks' School.

Boys from very poor homes

1. The family

Twenty-eight of the fifty boys come from unfavorable home conditions; fifteen of these from very poor conditions. None of these fifteen homes were found to be "conducive to the boy's emotional growth." Thirteen of the boys display dislike or disrespect for one or both of their parents; most of them relate poorly or not at all to their fathers. Six homes have been or are potentially broken homes: in one, grandparents could not compensate for a destroyed family unit; in another, the parents now together, have separated twice and the boy harbors great resentment against the father; in a third the boy has long served as a pawn between his parents: in the fourth a boy must take care of a baby brother whose appearance he does not understand since a father is not present; in the fifth the stepfather is ill and the boy resents the mother's leaving to join him; in the sixth, the household, presently intact, has long been in the throes of divorce. The last boy's counselor writes that his self-image must improve but that it will not until the home situation improves. In two other homes the father is dead, leaving a difficult or non-existent relationship between mother and son. One of these boys luckily has been "adopted by day" by a neighboring middle-aged couple. Of the seven intact homes: in one both parents have been ill, the son developed ulcers and both mother and son attended a psychiatric clinic; in another the boy is a literal hostage between two authoritatian parents; in two homes the boy was pressured and rejected (a frequent symptom in many of these households)- in one by a very demanding father, in the other by a father reported to be physically violent. In the fourth home the father is a heavy drinker, and was recently committed to a state hospital. A portion of this boy's case study reads "When asked what his father said to him about the(the boy's)arrest he stated that his father had nothing to say because he was also going before the judge on a breach of peace charge stemming from a fight in a bar...." It is no wonder this boy has run away from home, as have several of the others whose cases we are now discussing. In the sixth and seventh intact homes both boys had grown up amidst confusion and indifference. One is a very poor home with ten children, where the mother allegedly drinks heavily. The other is an unstable household with a domineering mother and no home life. This mother had told the counselor that a psychologist said nothing was wrong with her son; "He had the nerve to tell me and my husband to go for treatment."

Ten of these fifteen homes appear to have lower class incomes, four probably middle-middle, one, upper middle. They are on the whole distinctly worse off financially than the "better" homes group. One or two families are on relief. Three households are reported to have had a least one parent graduate high school, though probably a few did actually. A lower educational level is represented here than in the better homes, though not necessarily too much lower. Only three families were reported to have had older siblings graduate high school. All but one of the fifteen families is white; two of these are reported to be Catholic; in the other cases religion is not designated.

2. The student

The downfall for most of these boys came in junior high. Counselors attributed this in large part to the increase of freedom at school and the lack of guidance forthcoming from home. All but one boy had had earlier problems in elementary school. Five were retained in earlier grades. Others had on their records such comments as "will work if motivated", "looks very unhappy," "upset by friction at home". Some were polite and cooperative, others were "potential discipline problems". Several changed schools a great deal. Three boys were early guidance referrals. One boy was recognized as mentally disturbed in the first grade. In junior high seven boys failed one or more grades; others were given social promotions; some went to summer school. Several were placed in corrective reading; one attended a reading school. Of the nine who continued to high school all were failing or had left by eleventh grade. One left school and re-entered twice. At least eight of these fifteen boys are recorded as school discipline problems, two more as attendance problems. At least four have police records; others are known to hang around with tough crowds.

Nine of these boys have average tested intelligence; six below average. In several cases the test scores are probably misleading, because of the boy's severe reading disabilities. Their negative attitude towards testing probably affects the validity and reliability of these tests. This is true of many youngsters at CVA. For example, on tests of intelligence for one boy the range from second to eight grade is: 118, 88, 107, 89.

A number of these boys suffered from medical or physical problems. Three boys should be wearing glasses. One boy was always too heavy and sensitive about it. One was always very tall, another very short. One boy, who had an ulcer operation, was for a while receiving psyciatric aid. Another, outwardly calm, suffers severe pains, from apparently a psychological cause. A third boy spent six months in the mental ward of a hospital. Guidance counselors and/or social workers have tried to help several of the others with their problems.

3. CVA

Many of this group have performed well in the unpressed setting of CVA, better than they ever had before; many are understandably still held back by their problems. Six of the fifteen boys have progressed well vocationally and are responding well to a job situation; most of them were initially poor workers. Five others are reported to have shown fair vocational progress but lack motivation; four have shown no progress of effort or have reached a standstill.

Only three of the fifteen have made any effort academically; the others refuse to or are discouraged easily. Two of the fifteen boys from very poor homes have earned diplomas this year; two, vocational certificates. Six have left the program, though one hopes to return if home problems are alleviated.

In regard to counseling, it was felt that three boys responded very well to counseling and were working out their problems; two of these have completed the program but the counselor hopes to maintain a friendship. Five others have responded adequately to counseling and definitely need more; unfortunately a couple of these boys are not returning. Counselors felt that at least seven of these fifteen boys need psychological or psychiatric aid beyond the capacity of the school; only one boy is receiving such aid as of this writing; the others are not due to their own disinclination and/or the opposition of their families or inability to pay. Three of these boys are returning, three graduated, one is probably leaving the program. Recurrent comments within these fifteen studies included "is easily misled by friends", "misbehaves for recognition", "would like to act mature but does not know how." The quality of social relations range from poor to good; ten students have shown some favorable social adjustment at CVA. Counselors felt that three of the students who did not adjust to CVA socially did gain trade skills. In two cases it was said that the school was not the proper place for the student and that perhaps the work would best straighten him out. Other problems of students who are returning include the severe limitations of an educationally impoverished home, and the dileming of being trapped by a double standard, one for home and one for school.

A significant comment which reflects the plight of many of these students was made by one counselor:

> X. is undergoing a very important change in his life and is apparently looking for the answers, but does not seem to be getting them in the home... I feel that this nervous, confused, immature boy can profit from a program like ours. I have my doubts as to whether he will ever work on academic subjects and receive his diploma, however his vocational goals are realistic.

Boys from fair homes

1. The family

Of the twenty-eight boys from unfavorable home conditions, thirteen come from fairly poor homes. The good home is always a priceless asset; the very poor home, a crushing liability. What about the boy who has known some compensating factors at home, some destructive ones? In contrast to the girls from such homes who, display more drive, the boys are among CVA's most unpredictable students.

Of these thirteen homes, three are broken, four have dead fathers, three have ill parents, and three are intact but weak in terms of authority--the boys were reported to be overprotected and spoiled. Cohesion in half of the families is good: in half it is fair, sometimes weaker. In the ten homes where there has been disruption it seems as if the youngster was already having difficulty in school and his adjustment was compounded by family problems. This is in contrast to the very poor homes where youngsters seem to have been crippled by home problems from their earliest school years. Compounding problems here do include being the only child in an adult household, having an older sister leave home, caring for a retarded sister, worrying about an irresponsible older brother. Several felt the pressure of other siblings' doing well at school. The boys without fathers contribute to the household, relate fairly well to their mothers, but two do not seem to have any particular drive because of their circumstances.

Two boys are learning that they must become more independent and disciplined; a third boy, an only child, has completely rebelled from his parents, for reasons not wholly apparent to his counselor.

Seven of these fair homes are probably middle middle class, three lower middle, three upper lower. These estimates represent at least a comparable economic level to that of the good homes. Again no pattern emerges as to who is working, whoever is able, does. Six households were reported to have had one or both parents complete high school; three reported that neither had. Six of the seven families with older children have had one or more complete school. A couple of boys will be the first in their families to receive diplomas. Two families are Negro; eleven are white; five are Catholic, the religious affiliation of the others is not reported.

2. The student

Of the thirteen boys, nine failed one grade or more in elementary school; two with C averages had poor work habits: one with a B average appears to have had no problems; the last has no early records. In junior high, nine of these boys failed, the remaining four had C/D averages. Of the six who continued to high school, five went as far as the eleventh grade. Several repeated the grade or were failing it when they transferred to CVA. Two dropped out and returned to school first. One found a technical school too difficult and transferred. Only two of this group were discipline problems, a lower proportion than that of the very poor homes; five others have truancy records. Two have police records. Only five of the thirteen boys seem to have below average IQ's; the rest are normal with two slightly above normal. Most have remedial reading problems; many have the ability to succeed at CVA but lack the motivation to make a go of it.

Medical problems are sizable among this group. One boy had muscular dystrophy in junior high; he completely recovered within a couple of years, however he had to repeat a grade missed and seems to have used illness more often simply as an excuse for not attending school. A third boy has a serious kidney ailment which requires monthly treatments; he also has high blood pressure, is very nervous and may be suffering more physically than is recorded. A couple of boys have poor skin or poor eyes. One boy who is heavy, earlier saw a psychiatrist.

3. At CVA

Ten boys of the thirteen are emotionally stable; onely five, however, have developed good work habits. The others are lazy, lack motivation, seem more inclined to say "show me" than "help me." A few are beginning to work in spurts. Of the eleventh boy a counselor writes, "He has no drive. I don't know whether it is immaturity or instability." Two other boys are emotionally disturbed: one seems to be settling down, the other is still a discipline problem even at CVA. Those who are good workers generally rebel against academics. Twelve of the thirteen boys display fair to good social development.

In regard to counseling, five boys again have responded well to their counselors and have worked well at CVA, although it is recommended that one change his area. Four other boys have responded favorable to counseling and definitely need continued guidance. Four boys have not responded at all and need a great deal of counseling.

Of the thirteen boys, four have graduated this year with vocational certificates. Eight are returning next year, five to earn diplomas. One boy has withdrawn from CVA, left home and will work full time.

Counseling for boys.

Forty of the fifty boys are reported to have responded positively to counseling in comperision to forty-five girls who did so. Over half of these forty have responded "very well" to counseling and are working out their problems, a larger number relatively than girls. Seventeen boys have responded "adequately" or better to counseling and/or are receptive to its continuance next year. Fourteen boys were found to need a great deal of demanding. Several of these youngsters are not returning to CVA, though the majority are.

It is interesting that if more boys proportionately are progressing rapidly than girls, there are also more boys who are in very grave trouble. More boys are not reached by their counselors; more boys leave. Of the fifteen boys from very poor homes, at least seven, possibly eitht, were thought to need psychological or psychiatric help beyond the means of the school, as opposed to four, though possibly more, of the twenty-nine girls from comparable backgrounds.

Perhaps it is that boys who cannot perform, who cannot function, are more socially visible than girls. A boy who is unable to stay in school and unable to hold down a job will not be able to earn a living. A girl can remain relatively invisible at home or be awaiting marriage. We are here only speaking visibility not of intensity of frustration or pain.

In any case, a most severe problem at CVA is youngsters who "will not work." Among these there are more boys than girls. There are many boys who seem afraid to tackle work which the counselors and teachers think they can do. There are many boys who work sporadically but who are confused as to educational and vocational goals. Their case studies often read "unable to translate his self image into occupational terms." In spite of their setbacks, for almost all these boys CVA has proven valuable-- a place where they can learn job skills and responsibility, and where they are encouraged and helped to find jobs.

Boys and Girls

Why are there three times as many boys as girls at CVA? The most immediate reason is that there are more boys who drop out of high school than girls. Boys by nature seem to be more susceptible to becoming "school alienated." Females more often manage better within the institutionalism of school, secondary and primary, than do males. Learning early reading skills espcially is a prime problem, which demands new approaches from educators. There are a number of boys at CVA who are still violently anti-academic, even in the school's relaxed setting; many of them are in Automotive Services, the one over-enrolled area of the school.

That it takes more adverse pressure for a girl to become school-alienated is borne out by our survey of home problems. Far more girls than boys proportionately come from poor home conditions. The breakdown of the fifty girls into good, fair and poor homes is 9:12:29; for the fifty boys it is 22:13:15. There is a significant discrepancy in the ratio of favorable to unfavorable backgrounds: for girls, roughly 1:4; for boys, 1:1 1/4.

If the girls at CVA have been more often affected by poor home conditions, we venture to say that most of the boys who have been similarly affected, who are comparably damaged, are not in school at all: they are on the streets. The few who are at CVA; as we have seen, more often remain in serious trouble than do the girls. This again bears out that it is easier for girls to seek and to find help institutionally than for boys. This was found true in the school situation and the counseling situation at CVA. Girls seemed to respond sooner and more openly to the confidential empathy of counselors than did boys; boys are often inclined to testing their counselors for long periods of time before trusting them.

Whatever the variation in their responses, these boys and girls are all in trouble: the kind of trouble that threatens to be chronic, to last a lifetime. CVA offers them a clean start; for most it has meant learning a better life style, in terms of responsibility and satisfaction. It can affect how each earns a living, raises a family, lives in a community, realizes his personal potential.

Some general conclusions:

We have seen that the youngsters who leave high school and come to CVA are facing many, many problems. Most have felt and displayed hostility toward a normal school environment. Some have low ability levels; many more come from poor home situations. Some have tried harder than others to overcome their frustrations--at home, at school, among their peers.

But as we look at the histories of these youngsters, it seems that part of the trouble must lie in their previous school experience: in what is offered, or rather, what it did not offer, in terms of personal guidance, vocational training, or meaningful educational experiences. Their many problems called for help long before they came to CVA and intervention should have begun much earlier.

The evidence seems clear that the ordinary high school cannot wholly provide the individualized attention and specialized help that these teen-agers need now. The "usual" classroom situation is not a place where these youngsters can learn. Even where the home situation has been stable and favorable, the school situation has grown untenable. Seven of the nine girls from good homes were truant from high school; a large part of the boys from good homes had similar records. None of them could tolerate the daily frustration of the ordinary school. They are all telling us in very clear terms: Give me something I can succeed at. Let me be somebody...and I can't be somebody here.

Apparently, at the Center they are getting help. As one counselor noted: "Some of our students have never had anyone truly interested in them before. They relate to their counselors as they would like to relate to their parents. Part of our program includes a follow-up to encourage continuing relationships. After they finish here, they come back to see us. Like touching base, I guess."

Boys and girls including many who may not yet be working steadily, are beginning to be much more orderly in their behavior. One counselor remarks, "We have less discipline problems in a year than most schools have in a day." Mr. Forrest Parker, the principal, comments: "One problem we don't have is discipline. The big reason is because we don't have a whole lot of rules. We allow smoking, for instance, in certain parts of the school. Because of the climate here, the students don't build up a lot of antagonisms. We're rooting for them, and they know it."

To summarize: the girls and boys at the Center for Vocational Arts have been the focus of attention from the start. They were studied intensively over a long period of time. The counselors were available at all times, living and working with the students and vocational instructors in the work area. The ccunselor's light case loads gave them an opportunity to give time and of themselves. Their "caring" had great impact. Perhaps this is best told in the words of a student:

"This summer of 1965 I received a letter from Mr. Rietano asking me if I was interested in coming to a school which is completely different from any other school in Norwalk. I went to see Mr. Rietano and he explained to me what this school would be like. I went for some tests and a couple of months later I came to the Center for Vocational Arts and started school. At first I didn't know what I wanted from this school because day after day I did nothing but academics. Finally I just got sick and tired of doing this so when I was offered a full-time job with an electrican I took it. I worked one full week and started to work a second week. One night at the beginning of the second week my mother told me that a counselor at the school had called and said how important an education was to me. That night I thought it over and decided that if a counselor was nice enough and thought enough of me to ask me to come back that I would be pretty stupid if I didn't. I returned to school and saw Mr. Russo in the hall and he said he was very happy to see me back. This made me feel very good inside. After a couple of weeks a buddy of mine and I were transferred to Mr. Russo who became our new counselor. An first I didn't know whether I would like it or not because I had heard he was a tough guy if you fooled around. But I was wrong. He turned out to be an awfully nice guy. When our Distributive Education class was going to start Mr. Russo went out and got me a job. Distributive Education classes started and as time went by Mr. Russo felt that I should be getting a better job so he went out and really tried to find me one. He found a very nice job at Sears & Roebuck and that is where I am now. Now he is trying to find me a better job. Even when I have problems that do not concern school he tries to help in any way that he can. Mr. Russo, I just want you to know how much I appreciate what you have done for me because it has made me feel like a new man. When I came to this place I was mixed up about a lot of things but you sure have straightened me out. So I hope whatever I do you should feel very proud because if I hadn't had your supervision I don't think I would have come this far by now or by a year from now".

Fifty Boys and Fifty Girls at the Center for Vocational Arts
An Analysis of 100 Case Studies

Appendix I: 100 Cases Used

Boys

Automotive Services: x-3, x-4, x-5, x-6, x-7, x-12, x-13, x-14, x-15 x-17, x-18, x-19, x-21, x-25, x-30

Food Services: 4.2, 4.3, 4.17, 4.24, 4.25

Health Services: 5.5, 5.14

Landscaping and Horticulture: 2.1, 2.2, 2.3

Maintenance and Repair: 6.1, 6.2, 6.3

Manufacturing: 3.4, 3.7, 3.8, 3.10, 3.15, 3.17

Office Services: 9.8, 9.12, 9.24

Retail Services: 8.1, 8.3, 8.4, 8.5, 8.7, 8.8, 8.9, 8.10, 8.11, 8.15, P.D., T.G.

Girls

Child Care: E-1, B-2, A-4, R-5, S-6, T-7, L-8, D-9, G-10

Food Services: 4.1, 4.5, 4.7, 4.10

Health Services: 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.15

Office Services: 9.1, 9.3, 9.4, 9.5, 9.6, 9.7, 9.9, 9.10, 9.11, 9.13, 9.14, 9.15, 9.16, 9.17, 9.18, 9.19, 9.20, 9.21, 9.22, 9.23, 9.26, 9.27, 9.28

Retail Services: 8.2, 8.12, 8.13, 8.14

The Arrangement of "Alienated" Students into Diagnostic Formulations and its Relevancy to Counseling in a Center for Vocational Arts

Bernard Talle
La Salle Academy

William D. Wilkins
New York University

August 4, 1967

This is one of a series of studies done at the Center for Vocational Arts at Norwalk, Connecticut, by a team of New York University consultants. The case studies referred to in this manuscript were done by the counselors at C. V. A.* A more complete report on the case studies entitled "Fifty Boys and Fifty Girls" by Alice Jo Siegel, Bernard Talle, and William D. Wilkins, is reported elsewhere.

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* The contributions to the case studies by the counselors at Norwalk are gratefully acknowledged by the research team. The counselors who participated were:

Mr. Manual Oliveira
Mr. Michael Barber
Miss Constance Porter
Mr. Richard Follman
Mrs. Betty Cattell
Mr. Edward Nawrocki
Mr. Joseph Delano
Mr. Allen Aroh
Mrs. Judith Petropulos
Mrs. Beatrice Waldman
Mr. Mark Rossman
Mr. Joseph Russo
Mr. Thomas Rietano

If it is normal for an adolescent to be a part of the American school system, to attend classes regularly, to move from junior high school to senior high school to graduation, to perform as a student and as a responsible citizen in a pluralistic society, then it is *not* normal if an adolescent does not progress as stated; it is *not* normal if he misses classes excessively; it is *not* normal if he does not graduate in the time span allotted to the average adolescent.

In this frame of reference, and with an understandable margin for adverbs like *excessively* and *regularly*, for adjectives like *responsible* and *average*, then it seems appropriate to state that the student who comes to the Center for Vocational Arts in Norwalk, Connecticut as a high school drop-out is one whose behavior, regardless of the cause, is a norm violator.

Can this norm violator be classified? High school counselors have realized for a long time that many individuals who seek their help don't seem to fit into traditional psychiatric or psychological classifications. Certainly, the population at C. V. A. has a lot of problems. Is there a valid classification system for *all* norm violators, regardless of the severity of their disturbances? Will this classification system fit into the general framework of descriptive behavioral categories? And if it does fit, can these categories serve as a basis for preliminary major emphasis in the counseling process?

This study is based on a sample of case studies from the school population at C. V. A., Norwalk, Connecticut. What is happening there?

Could it happen in a normal public or private school? Does C. V. A. make a significant difference to these school drop-outs? There is considerable evidence that the way the school day, curriculum, and total school experience are arranged do make a telling difference, but this paper will concentrate on the counseling impact.

To explore this, F. C. Thorne's categories for norm violators have been used as a starting point for classification. (N. B. Thorne's categories will be stated at the end of this procedural outline.)

Robert A. Atherley's doctoral dissertation, A Classification System for Norm-Violating High School Students , New York University, 1967, has also been used as a basis for explaining Thorne's classifications. Atherley has enlarged and modified Thorne's classifications in order to adapt it to a study of suburban high school norm violators, and to make it more meaningful to high school counselors.

The purpose of this investigation is to explore whether or not we can place a high school drop-out in one of Thorne's categories, as expanded and modified by Atherley for use in suburban schools. Further research may question Thorne's views, or Atherley's application of them. This paper's special purpose is to try them in a special setting.

Perhaps even more important than classifying the drop-outs is the second purpose of this paper: to take case studies from the C. V. A. files, and after the adolescent has been classified (if possible) to analyze the suggested counseling approach and what is actually being done for this drop-out by the C. V. A. counselor.

It is hypothesized that there will be a significantly close correlation between the classification of suburban high school norm violators and the norm violator at C. V. A. The fact that he is there makes him a norm violator, as aforementioned. Secondly, there will be a close correlation between some suggested approaches to counseling norm violators in specific classifications and what is actually being done at C. V. A.

This note must be added. Atherley applied Thorne's classifications to a group of norm violating suburban high school students whose only common denominator was that they attended the same school. At C. V. A. there was a significant common denominator. The students have all experienced defeat in their school experience. For some C. V. A. students, this constitutes their only major, known norm violating behavior. For others, it is only one of several. By contrast, the symptomatology for the suburban norm violator does not include dropping out of school, but may, and often does, include comparable other behavior patterns.

It is important to remember that a basic difference in the two adolescents is that one has suffered a major defeat; the other is still in a normal environment, and is identified more or less by that environment. C. V. A. is taking the nearly defeated and reshaping their lives. In an amazing number of cases, it is bridging a tremendous gap between success and failure.

THORNE'S BEHAVIORAL CLASSIFICATIONS

Atherley's dissertation states that an elaborate classification system for behavior disorders is included in Thorne's volume, Principles of Personality Counseling. To standard psychiatric classifications of mental disorders, Thorne has added several new categories which are applicable to individuals needing counseling rather than psychiatric help. These categories, according to Thorne, comprise a standard component of every diagnosis of psychological states, and when combined with a listing of symptoms and etiologic factors, represent a complete diagnostic formulation. These eight descriptive classifications are labeled behavioral: Imbalance, Inadaptability, Eccentricity, Conflict Reaction, Incapacitation, Automation, Unattractiveness, and Unsuitability.

Thorne postulates that in order to understand a particular behavior sequence it is necessary to consider the status of the individual and the environmental situation when and where the behavior is occurring. The eight categories are applicable to any behavior leading to important personal or social outcomes (outcomes which have a significant effect upon the individual and/or other members of society.)

Thorne's descriptions of the categories have been expanded by Atherley and the terminology modified to make the descriptions more meaningful to high school counselors. It is Atherley's descriptions that are used in this paper.

Descriptions of the Categories (Atherley)

Behavioral Incapacitation

This category recognizes a loss of ability on the part of the individual to cope with school and classroom norms. Demonstrated potential for acceptable behavior is present in earlier school years. However, over the years there has been a gradual breakdown in functioning.

1. The individual has become inefficient in utilizing his potential for satisfactory behavior.

2. The disability does not appear suddenly, and there is no evidence of a traumatic event which might precipitate norm violating behavior.

3. Characterized by "something which has been lost", rather than by "something which has not yet been acquired".

Behavioral Imbalance (Inadequacy Type)

The individual has not acquired the techniques for acceptable school behavior. Norm violating behavior first appeared in elementary school and has persisted throughout the school career.

1. The individual's potential for successful behavior in high school is inadequate. There is a consistent pattern of norm violations through elementary, junior and senior high school.

2. Many of the norm violating responses are contrived, and they represent inappropriate attempts at acquiring status in school (immaturity).

3. Characterized by "something which has not yet been acquired", rather than by "something which has been lost".

Behavioral Inadaptability

The individual experiences difficulty in responding adaptively and appropriately to changing school situations.

1. The school record indicates evidence of both acceptable and unacceptable behavior.

2. Norm violating responses appear shortly after the person enters a new school or is assigned to a new class and/or teacher.

3. There is no evidence of the coincidental appearance of a personal crisis or other traumatic experience which would bring about the norm violating responses.

4. Characterized by inflexibility and an inconsistent pattern of meeting school and teacher demands.

Behavioral Conflict Reaction

Norm violating behavior is associated with an unfavorable event or crisis which has a strong emotional impact (trauma) on the individual.

1. The norm violating responses appear during a conflict period and may persist until the conflict subsides. Then, school behavior again becomes acceptable.

2. In some instances, the conflict and associated norm violating responses may not subside until after the person has left school.

3. There is no way to predict the duration of the conflict and its corresponding norm violating behavior.

Behavioral Eccentricity

Because of a strong attachment to some special interest, organization, idea or cause (which may or may not be associated with the school), the individual disregards school and classroom norms.

1. The attachment may be to a group, fad, cult, religion, the arts, an intellectual pursuit, etc.

2. Norms may be viewed by the student as being inane or inapplicable to him. Some students may openly defy norms to assert their independence from school restrictions; in such cases, the persons are aware that they are violating norms, and they have convictions as to why they are doing so. Other students may react as if they are completely oblivious to school and classroom norms.

3. The individual may adopt symbols (dress, grooming, language, etc.) of that with which he associates himself.

Behavioral Automation

This refers to an absence or lack of overt control over one's behavior. The norm violating behavior appears to be "driven" or determined automatically by internal or external factors which are translated into action without cognitive or controlling mediation.

1. There is evidence of low frustration tolerence; the person is quick-tempered.

Behavioral Automation (continued)

2. The norm violating behavior is not necessarily motivated or premeditated, and the response is not associated with the attainment of a specific goal. Norm violating responses usually come without warning. The individual's behavior may be quite normal or acceptable before and after the "explosive" outburst.

3. The consequences of the action are not considered, since the behavior takes place spontaneously.

4. Characterized by "something which can't be controlled", rather than by "something which has been lost", or "something which has not yet been acquired".

Behavioral Unattractiveness

The individual is viewed by others (parents, teachers, classmates) as being generally unattractive. In extreme cases, the individual stimulates negative reactions to the point where it appears he is not liked by anyone. The person may eventually come to hold himself in low regard.

1. In some instances, there are specific factors (appearance, mannerisms, attitude, etc.) to which others respond negatively; in other cases, the entire personality is viewed as unattractive.

2. Poor self-concept.

3. Norm violating behavior may represent an attempt to gain favor of others; or it may represent an attempt to strike back at society.

Behavioral Unsuitability

This category is reserved for behaviors which are situationally unsuitable even though possibly normal and acceptable in other contexts. Behavioral unsuitability is a concept which is strictly relative to local school considerations (local rules and regulations and behavioral standards prescribed by specific teachers).

SUGGESTED COUNSELING APPROACHES (Atherley)

IMBALANCE - The emphasis would be on the client's initial learning of standards of behavior...not that the student has not been exposed to this before, but perhaps never in a climate in which he might perceive the material as being meaningful to him. It would therefore be necessary to relate the standards of behavior directly to the needs, feelings, and self-concept of the client.

INCAPACITATION - The emphasis would be on re-learning, rather than on initial learning...Why is it necessary to resort to inappropriate actions? And this might lead to a consideration of the positive gains which might result by his reverting to responses that are not norm-violating.

CONFLICT REACTION - The client requires help in understanding why he reacts as he does. This would possibly include an analysis of the present and future ramifications of his unsatisfactory behavior, and an examination of what a reversal of the pattern might do for him.

UNATTRACTIVENESS - In working with this client, the initial emphasis might be on the way the individual sees himself and those around him, and how he views others as perceiving him.

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Atherly has commented on the four categories that are most commonly applicable. And then he says something most significant in the C.V.A. frame of reference emphasized in this paper. "It should be kept in mind that the norm-violating student is usually not motivated to seek help on his own, nor is assistance often sought for him by other school personnel. Perhaps it is up to the counselor to make himself available to the client, to convey his willingness and desire to work with him, to suggest possible goals for which to aim."

A careful reading of nearly 100 case studies from C. V. A. seems to indicate that:

C. V. A. counselors do not wait; they seek out a troubled student. They care enough to pursue a student.

C. V. A. counselors are aware of the appropriateness of seeking other than their assistance for their client, and refer him as soon as this need is apparent.

C. V. A. counselors are available at any time, and in the most natural circumstances. For example, while a boy is changing the spark plugs of a car.

C. V. A. teacher-counselors convey their willingness, concern, and desire to help, and constantly suggest possible goals. This is almost invariably the terminus of all the case studies...realistic goals to strive for.

Thirteen cases are presented to illustrate the application of Thorne's classification to members of the C. V. A. population.

Case 1 - D.

Norm-violating behavior most evident in her dropping out of school before completing 8th grade. This case would fit Thorne's definitions of BEHAVIORAL INCAPACITATION. The potential was there, was rendered ineffective by environment and circumstances, has been re-awakened. The behavioral definition "characterized by something which has been lost rather than by something which has not yet been acquired" fits here.

Case 2 - N.

Norm-violating behavior evident in a growing aversion for her family. Her educational record through elementary and junior high school was never good. Physical maturity has made her very attractive to boys, and she has given herself freely to many she has gone with.

This case fits Thorne's definition of BEHAVIORAL IMBALANCE. N. has not acquired the techniques for acceptable school behavior. Many of the norm-violating responses are contrived, and represent inappropriate attempts at acquiring status in school. (or in a social frame of reference outside school).

Case 3 - S.

Norm-violating behavior strikingly evident at age 15. Prior to that, she had done well in school. At age 15 she began to go with a group of girls who rebelled against school authority, and by extension, all authority. She began to go steady with a boy. After two years neither pattern had changed. This fits Thorne's description of BEHAVIORAL INADAPTABILITY. Something happened to cause S. not to respond and adapt to a "changing school situation." In this case, it is perhaps her awakened emancipatory drive stimulated by her rebellious girl friends.

"Norm-violating responses appear shortly after the person is assigned to a new class..." So it was in this case.

Case 4 - C.

Norm-violating behavior in elementary school, where C earned a D average, even though her I.Q. scores range from 100-115. When she was seven years old, her mother left the home and the father kept C. At age 10, her little sister was killed in an accident, and C blames herself. When her father re-married, (C was eleven) she apparently resented this intrusion on her father's affection, but was and is aware of and careful of her father's disapproval of this attitude.

This fits Thorne's description of CONFLICT REACTION, wherein "norm-violating behavior is associated with an unfavorable event or crisis which has a strong emotional impact." These norm-violating responses appear during a conflict and may persist for beyond the cessation of the conflict and its corresponding norm-violating behavior." Such is C's case.

Case 5 - B.

B. is an unwed mother. She is staying with her mother, who has been kind and understanding. B. apparently fell in love - or thought she did - with a boy two years younger. B's father, after a long illness, died one year before B. lost control of her emotions, and her norm-violating behavior began shortly after this trauma.

This fits Thorne's category of CONFLICT-REACTION. There was a traumatic experience, violations followed, and predicting their terminal point is impossible. In B's case, it would appear that *one* terminal point has been reached. She will be on treacherous emotional ground for some time, however.

Case 6 - W.

Norm-violating behavior began in the 9th grade; poor marks, *excessive absence.* W. says of this period in his life "I got mixed up with the wrong crowd." He would fit into two of the categories. This is not unusual. Most norm-violators do. W. would fit in Thorne's definition of INCAPACITATION (a *loss* of ability to cope with school and classroom norms). There is no evidence of a *trauma*, unless one would term unfavorable associations that. W. has limited intellectual ability, and as intellectual pressures increased, his self-concept and self-confidence diminished.

He also fits into Thorne's definition of INADAPTABILITY, in that W's major failures began near the end of junior high school and got worse in senior high school.

Case 7 - L.

Norm-violating behavior began at a definite point in time - when he transferred from a private school to a public school. This is the period in which he began to stammer, take tranquilizers, and miss school.

This fits Thorne's definition of CONFLICT REACTION and INADAPTABILITY. The norm-violation of attendance at school is associated with an unfavorable event, and persisted for an indeterminate time. If one chooses to term this a change of schools rather than a traumatic event, INADAPTABILITY applies, because the difficulties correspond almost exactly with the change of schools.

Case 8 - S.

There is no record of any significant norm-violations. He has not performed well in school, but has not been any problem. The fragmented home which he has endured most of his life can certainly be considered a prime factor in his poor performance.

Case 9 - P.

His norm-violations are not disrupting to society; only inimical to himself. He has never done well in school, but since his marriage of necessity, he misses school, appears in work clothes, doesn't do his work adequately. This can legitimately be termed Thorne's CONFLICT REACTION. The pressures of marriage are gradually forcing him to narrow his life into one channel, and while he wants to do this, it is extremely difficult at his age and under these circumstances. He reacts, is irritable, does not perform as he wishes.

Case 10 - W.

According to his counselor, W. "has gone constantly downhill since his illness". He had muscular dystrophy during the 7th grade, and shortly after that his father died after a lingering illness. W. violates behavior norms by not doing his work in school, getting into fights, keeping his relationship with girls immature and superficial. Is deceptive, and also self-deceiving. While not a major behavior problem, he does violate the norms, and fits into category 4. He is a relevant description of Thorne's CONFLICT REACTION. He has had an unfavorable crisis to which he has not adjusted adequately.

Case 11 - J.

To quote from his counselor's report: "Early period of enrollment included several 'trouble' incidents with a particular clique, and some attempts at duplicity... in reality, the chief problem is academic, not behavioral."

However, if he were to be considered a behavioral problem, he would fit into Thorne's definition of IMBALANCE. He has limited ability, and his entire school career has been difficult for him. His "striking out" tendencies could well be directly related to his feeling of general inadequacy.

Case 12 - R.

His counselor's report states "since his father's accident, his mother's illness, and his problem with ulcers, he has gone downhill... He's very restless and nervous and when he doesn't work he annoys others to cause trouble... From December to March he worked hard... and did an amazing amount of work... Since his girl friend broke their engagement, he seems to

Case 12 - R. (continued)

have lost his motivation...Evidently he knows he will be exempt from the service, and now he refuses to go to school."

A combination of crises started this student downhill. Prior to these events he was doing adequately in school, adjusting to the onslaught of adolescence, and was satisfied with his emerging self-concept. But then it all changed. He would fit Thorne's definition of CONFLICT REACTION; i.e., norm-violating behavior associated with an unfavorable crises which has a strong emotional impact, and from which the victim does not rapidly recover."

Case 13 - T.

His behavioral violations have been increasingly serious. First it was excessive and unnecessary tardiness and absenteeism; then he was suspended for cutting class and smoking in school. Through most of his elementary and high school years he has run with a group that is a bad influence. He drinks with them and has been involved in a number of fights. Five of them have formed a singing group and this activity keeps T. up late three nights a week at least. He sleeps until noon some days. He also has a violent temper and is prone to childish tantrums. He hates policemen, and has been warned that any further transgressions may bring a jail sentence. And he has no particular vocational plans, even at age 19.

Case 13 - T. (continued)

This behavioral problem could fit Thorne's definition of ECCENTRICITY, particularly his great interest in singing and music of the day. Because of this "strong attachment to some special interest, idea, or cause, the individual disregards school...Norms may be viewed by the individual as being inane...The individual may adopt symbols, such as dress, grooming (which T. does) of that with which he associates himself.

COUNSELING THE NORM VIOLATORS

This is the crux of any study on guidance. What do you say, what do you do, what don't you do in a given situation? Basic to this brief investigation is the key question: What approach to counseling does one take when face to face with a norm violator in a suburban high school, in contrast to the approach one would take when confronted with a norm violator at C.V.A., a school for drop-outs?

If the classification suggested by Thorn holds true for suburban high school violators, and if, in a limited study, the classifications are quite valid for a drop-out, then it would seem that the same basic approach should be taken in both situations.

Of the thirteen cases pulled at random from the files of C.V.A., two fit the Behavioral Imbalance classification. The two clients were counseled thus:

N

"Her low self-concept seeks some type of sanction daily." "Continue in C.V.A. program and attempt to boost her self-concept."

One gathers from the case study that N. is constantly being exposed - again - to what is considered satisfactory behavior, and these standards are related directly to her needs.

J

The pattern is consistent. J's counselor suggests he return to C. V. A. to continue his growth in recognition of the fact that C. V. A. meets certain social and emotional needs.

"The counselor has already noted sociability development; movement away from the disruptive influences..."

And again, one gathers from the case study that there is great emphasis on a realistic self-concept.

There are six students at C. V. A. in the Conflict Reaction category, It is suggested that counseling such students would emphasize that the client "needs help in understanding the relationship between the changes in his behavior...and some particular traumatic episode in his life. This would include an analysis of the present and future ramifications...as well as what might be involved in a reversal of the pattern of responses."

C

While there is no obvious relationship between a traumatic period in her life (there were two shocks) and counseling, it was very evident in the report that the client did talk about them quite freely, and the future has been planned without any further great concern about the two unhappy episodes.

B

From the counselor's report: "B. is pregnant (not married)...Shows signs of happiness at the thought of having the baby...only time will reveal whether

B (continued)

the father will mature and accept his responsibility...If not, B. will be better off to build her own life without him."

B's father died, and "this disturbed B. to the extent that she dropped out of high school...During this period she sought to obtain emotional substance through a series of episodes with boy friends, all of which terminated abruptly..."

L.

From the report: "Working for a high school diploma is a realistic goal...Living away from home will help him develop more self-confidence."

L. never seemed to recover from the shock of moving from private to public school. He is also apparently caught in a war between his parents.

Another quote from the report: "When he first came to C.V.A. he reacted nervously...However, he now realizes that he can do the work..."

W

From the counselor's report: "He has built a shell around himself and blows up when you try to break through. He will soften when talking about his past illness and his father's illness."

"He refuses to face reality." The assumption is that the counselor has taken an approach conducive to facing reality, to escape from the trauma of two serious illnesses.

The two remaining cases are Conflict Reaction types, and the counseling is basically the same.

There are two classifications of Behavioral Incapacitation, and the counseling at Norwalk is analogous to that suggested in the thesis. So too the behavioral problem of Eccentricity and Inadaptability.

The case studies just considered give only a surface view of what is going on at C. V. A. A particular incident or series of related incidents, a psychologically sound approach suggested by Atherley as he interprets Thorne, and a cursory statement, drawn from the files, about what a particular counselor at C. V. A. is doing about the situation. The case studies that follow are treated the same way, except that there is a far more comprehensive look at the counselee's problem or cluster of problems, and a far more revealing exposure of how the counselor is helping the counselee cope with this. *

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* It is well to remember that the counselor pupil ratio was roughly 1 to 15, with added time in the summer for completion of case studies and analysis of records of progress. This group of counselors also worked with teachers with low teacher-pupil ratios, and in a work study relationship right in the work areas. There was intimate person to person contact daily.

Case 9.16 - INCAPACITATION

From the case record: "Acceptable performance in early school years...began to fail in 7th grade...failure patterns repeated in 8th grade...sporadic in 9th and 10th...dropped out in grade 11 with D's and F's...shop-lifting charge at age 15, when she seemed to be having great difficulty in school...repeated the 8th grade..."

For an Incapacitation classification, the suggested counseling approach is to place the emphasis on re-learning rather than on initial learning.

Counseling at C.V.A. - Prior to C.V.A., one of the teachers commented that she had periods of withdrawal, and was frequently truant. At C.V.A. she was absent 22 days, but only because of illness. Her case record reads "...she is a neat, attractive girl...hair worn in a pretty style... extremely quiet...very pale and drawn looking..." The counselor has looked at her, has conveyed warmth and acceptance.

Continuing the case record..."9.19 socializes well with other students... she is well-liked and tries to be friendly..." The environment and the C.V.A. counselor made this re-learning a reality.

The case record..."At the time of her parents' divorce (which upset her deeply) she was caught shop-lifting...has not been involved with the law since... at work she lost her temper and yelled back...the boy punched her...she thought she would quit school but finally decided to come back..."

Who, or what, stopped her from this crushing and probably final defeat? Who was helping her re-learn, so that her record shows..."She has improved since coming to C. V. A... saving money to buy a car, and for the future... has been observed talking to other students and smiling occasionally... she moved from school to school so often in the past that she could never adjust... she felt uneasy when she arrived... by going for interviews by herself, for jobs, she has learned to be more outgoing... 9.16 will do well if placed in a small office... she is recommended for a high school diploma in 1968... she needs attention and affection..."

Re-learning is not really the word in 9.16's case. A C. V. A. counselor teacher has given her a renewed, or maybe new, sense of her own worth. 9.16 now knows that she counts.

Case - John - IMBALANCE

From the case record..."John has given his parents a difficult time over the years... in elementary school he needed constant supervision... in junior high school and senior high school he was a consistent and persistent failure... he was a behavior problem... truant... he hit the vice-principal..."

For an Imbalance classification, the suggested counseling approach is to emphasize the initial learning of standards of acceptable behavior.

From the case record... Progress at C. V. A. leaves much to be desired (12/65 to 6/66)... progress '66-'67 fantastic... John is very friendly with all the students at C. V. A... has been elected vice-president... reports indicate that he is an excellent worker... since entering C. V. A. John has not been in trouble at all with the police... he enjoys baseball, working on his

Case - John (continued)

car, and sometimes, alcoholic beverages...he now seems to respect himself and feels that he is going to make it...he does not want to be a bum all his life...counselor is confident that he just might make it (B.S. degree aspirations)..."

What happened to John? C.V.A. taught him that he was all wrong. Now he knows he can be all right. He has responded to his first rendezvous with reality...at age 17.

Case 9.9 - IMBALANCE

From the case record..."She has had a history of cutting classes and skipping school...she is a very heavy girl...she has poor teeth...she had pneumonia last year and has developed bursitis recently..."

From the case record..."Since coming to C.V.A. she has not missed a day unless she was really ill...extremely popular, always willing to help others...employer extremely well pleased with her...she likes C.V.A. very much...health suffers when she works too hard at her job...has been advised to cut down working hours..feels self-conscious about her weight... is encouraged to do something about it, and being helped...has a definite goal...needs motivation and encouragement...constant attention and interest should be shown 9.9...these will work wonders..."

C.V.A. and a counselor with the time to work with her helped 9.9 discover herself. This girl, as stated, fits the Imbalance classification, a type characterized by something which has not yet been acquired. The something in 9.9's case was a good self-concept.

Case - Mary - UNATTRACTIVENESS

From the case record..."Her elementary, junior and senior high school career a pattern of failure...she described herself as sullen, meaning sulky, glum, ill-humored...unsociable and dull..plastic surgery for protruding jaw and broken nose prior to entering C.V.A....a nervous stomach...glasses every six months...her teeth need capping...seeing a doctor in a psychiatric clinic...extremely interested in her appearance...has never been asked for a date...stays home and writes sad, morbid poetry..."

Changes have taken place. From the case record..."She has made considerable progress at C.V.A., and attempts to socialize more...she even volunteered to be a hostess at our Parents' Night...she tries to do everything right and looks for praise and attention...has been urged to take more care of her hair...has been encouraged to see a dentist, and she has done this...has gained maturity and controlling her emotions (her heart-rending, sad poetry) will only come in time if continues to fight for self-confidence..."

It is evident that this ill-favored, unhappy girl has made a great discovery. Someone cares enough and has the time to help her improve her self-concept. Those last words in the case record,..."continue to fight for self-confidence" tell a story of great compassion and concern. Prior to C.V.A. there was little reason to try, and no one to encourage. It is different now.

Case - Sally - CONFLICT REACTION

From the case record..."No mark above D in elementary grades and in high school, according to the available records...teacher states that she works hard...her older sister, to whom she was very close, married two years ago... father will not permit older sister to enter the house, forbids Sally to see her or speak to her...about two years ago, Sally's low grades became mostly F's...her father, for no apparent reason, practically stopped talking to Sally five years ago...the father is very strict...Sally cannot wait until she is 18...she wants to be treated as a young lady...she wants to be accepted and respected by her father..."

The suggested counseling approach to a Conflict Reaction classification is pointed to helping the counselee understand her norm-violating behavior.

Continuing from the case record..."At C.V.A. she attended her first school dance (without her father's knowledge)...her mother helps when she can...Mrs. ... helps Sally individually, and it is this attention that motivates Sally to perform so well...she has come a long way since her one year at C.V.A....from being a disrespectful trouble-maker, poor student, she is developing into a polite, attractive, skillful young lady...developing her acceptance of parental authority has to be worked on...counselor should try to work closely with the home situation...encourage the mother to help in building Sally's need for independence and affection..."

The counselor here has gone far beyond helping the counselee understand her norm-violating behavior, of relating a change in behavior to a specific

Case - Sally (continued)

traumatic incident, which in this case could well be the forced alienation of the older sister Sally loved. The counselor has simply conveyed to Sally that parents have problems too, and has offered a minimum of analysis - only that which was necessary - and a maximum of respect and encouragement...and then pleads with subsequent counselors to give even more.

Case - Jean - AUTOMATION, UNATTRACTIVENESS

Atherley has stated that most norm violators can and even should fit into more than one category. This particular case is a good example, and is treated thus to demonstrate that it can be done with all the cases cited here.

From the case record..."She dislikes school because she feels that all the students dislike her...she feels no love or understanding at home...repeated 7th grade twice...failed 9th grade...has paranoid tendencies...says she hates herself...feels she is completely rejected by her peers and her family...has a violent temper..."

A description of the Automation classification is necessary here. It is characterized by a lack of overt control over one's behavior, low frustration tolerance, and the norm violations are not associated with the attainment of a specific goal. There is no suggestion in Atherley's thesis about a counseling approach, but it is evident that one in this category probably needs some professional help.

Case - Jean (continued)

From the case record..."Attitudinal changes may never take place in Jean, but she is willing to listen, and this is a beginning...she has been referred to ____________; hopefully, some psychological help will be available...she needs freedom, flexibility, constant attention and affection..."

C.V.A. has its compassionate, understanding finger on Jean's emotional pulse. And this is very much a beginning.

CONCLUSIONS

With reference to Atherley's query, "Can all norm violators be categorized in Thorne's system" the answer, from this brief exploration, is affirmative.

Another question follows from the first; "Will the great majority of norm-violating high school students fit into the four most useful categories?" Again, the answer is affirmative.

And a third question: "Do norm violators fit adequately and simultaneously into more than one classification? Yes, they do, as evidenced by the one case used. All the case studies could have been so treated.

Atherley also says: "While studies comparing the delinquent with the non-delinquent (or defiant with non-defiant) note measurable differences in abilities and family characteristics, no such differences among norm violators were uncovered in this investigation." This is understandable in the group he was working with; i.e., a suburban high school group from an economically comfortable environment. However, this writer questions this statement in reference to the drop-outs of C.V.A. By and large, their economic circumstances were in most cases bad, but there was a major difference in the kind of home from which they came.* Evidence as interpreted from C.V.A. records indicates that the more persistently inadequate the home environment, the more prone is a student to be classified in the

* This is treated in some detail in another study by Siegel, Talle and Wilkins

Conflict Reaction, Imbalance, or Incapacitation categories. This is an interesting supposition, perhaps worth further study.

Atherley asks another question: "Although this investigation centered on a suburban and relatively affluent environment, would this classification system be applicable in a larger socio-economic urban area?" On the basis of the findings in this paper, there is valid reason to answer in the affirmative, but one suspects that the percentages in specific categories would be different. It is hypothesized that there would be more Imbalance and Unattractiveness classifications in the latter environmental milieu.

Atherley asks two more questions: a) "In considering the application of the findings of this study (i.e., verification of the validity of Thorne's classifications) it is assumed that the norm-violating behavior can be changed through counseling, but to what degree is the norm violator amenable to changes in attitude and behavior? b) In addition to counseling, what effect would manipulation of some aspects of the school and the environment have on the behavior of the norm-violating student?"

C.V.A. partially answers both of these questions. The exploration in this study here is statistically undocumented, but in another study now being done, it is indicated that

1. Approximately ninety per cent of the enrollees at C.V.A. are reported by their counselors to have responded and changed for the better as a result of the program.

2. The manipulation of the school and work environment, in conjunction with teacher-counselor time and concern has resulted in educational, vocational and social gains.

Atherley also states, on page 83 of his doctoral dissertation, that "29.4 per cent of the cases studied became drop-outs. This happened in a school in which the annual drop-out rate is a consistent three percent. Thus, over 37 per cent of the norm-violating samples were unsuccessful in high school."

This is in startling contrast to C.V.A.'s record of graduating drop-outs. C.V.A. is making successes out of failures, and the environment from which these potentially permanent failures come is certainly not an affluent suburban environment. C.V.A.'s record is impressive, even granting that the requirements are lower. The challenge is to send out into a pluralistic society a stable citizen capable of making a worthwhile life. C.V.A. is doing that impressively well.

PARTICULAR CONCLUSIONS AS APPLIED TO C. V. A.

Realistically speaking, the above conclusions are not particularly revealing, nor are they significant for C. V. A. unless a classification system defines a norm-violator more rapidly in order to expedite the real work of the counselor-teacher who will work with the counselee; unless the counseling as a result of the classification can move sooner in a direction that benefits the client.

A counselor may read the 100 cases from C. V. A., classify each student and have valid reasons for his classification, but one suspects that the counselor would become rather impatient with the time used in classifying, because the one-to-one encounter is the important step to begin, not the defining of a behavioral type.

This is to say that classifying may be useful and time-saving, but it could also be a trap, like explaining a sunrise rather than appreciating it.

Categorizing at C. V. A. might serve little purpose if it takes much time, and it might impede the warm and compassionate beginnings of counseling. We can almost hear the counselor saying, "I'm not really seriously concerned about classifying Barbara, but I do want to spend some time with her, and let's not waste any of it".

Primary Sources

Atherley, Robert A., *A Classification System for Norm-Violating High School Students*. Doctoral Dissertation, School of Education, New York University, 1967.

Siegel, Alice Jo; Talle, Bernard; Wilkins, William, *Fifty Boys and Fifty Girls*. Center for Vocational Arts, Norwalk, Connecticut.

Secondary Sources

Thorne, F. C. "Diagnostic Classification and Nomenclature for Psychological States". *Journal of Clinical Psychology*. Brandon, Vermont: Journal of Clinical Psychology, Monograph Supplement, No. 17.

Thorne, F. C., *Principles of Personality Counseling: An Eclectic Viewpoint*. Brandon, Vermont, *Journal of Clinical Psychology*, 1950. XV, 491 p.

CENTER FOR VOCATIONAL ARTS
Norwalk, Conn.

Report of the N.Y.U. Consultant for Vocational Education

July 19, 1967

Raymond Van Tassel

Among the stated objectives of the pilot work-study project is the following: "....to enroll those school alienated youth in an occupational training program through which they would acquire the skills necessary for available job opportunities...". The N.Y.U. Consultant for vocational education was assigned the primary job of working with the occupations teachers to assist them in developing the programs in each of the nine occupational areas.

Beginning October 5, 1965 and ending May 2, 1967 the consultant for the occupations teachers spent a total of twenty-six days at the Center. On the first visit there was one occupations teacher at the school. It took most of the two year period to acquire the occupations staff. Of the nine teachers, only two were already certified and had some teaching experience. All of these teachers needed assistance in the techniques of job analysis, course organization, teaching methods and the planning and setting up of the shop facilities. All consultation services were performed on an individual basis with each teacher and with the program director.

For most of the first year the shop facilities were entirely inadequate because of lack of equipment and power to run the equipment. Assistance was given to the staff in analyzing the job categories for which training was to be provided, developing outlines for the various courses and advising the staff as regards to shop layout. The equipment had already been requisitioned and was received in small lots. It was not until the spring of 1967 that the equipment for the Food Services facility was anywhere near complete.

There was some changing of rooms with the addition of another building to house the Automotive Services shop and the Landscaping and Horticulture facility. The instructor for Maintenance and Repair was not employed until the spring of 1967.

After the first year of operation, a new director was appointed and equipment was acquired and shops were more completely developed rapidly. Each of the nine areas with the exception of Maintenance and Repair have courses of study. All of the occupations areas are about completely equipped to perform their required functions. The teachers who were not certified when they were employed are taking the required course work for state certification.

Recommendations

1. In the light of the past two years experience the occupational offerings should be reviewed to ascertain if training in these occupations are meeting the needs of the students and the community.
2. After reviewing the program it may be found that some occupations areas might be dropped and others added.
3. An occupational (vocational) advisory board should be appointed by the Board of Education to work with the director of the Center in an advisory capacity.
4. Some additional equipment may be needed.
5. Greater involvement of business, industry and labor should be cultivated. The program should begin to involve the employer of the students in a planned training program similar to an industrial cooperative program or a diversified occupations program. One member of the staff should spend full time exploring employment opportunities, setting up training outlines, and supervising the student on the job.

TO: Professor William D. Wilkins, Director, New York University Consultant Team, Norwalk, Connecticut Project

FROM: Virgil A. Clift, Professor of Education, Consultant for Basic Education Specialists, Center for Vocational Arts

SUBJECT: End of Year Report

DATE: June 20, 1967

I. Purpose

The purposes this consultant tried to achieve during the academic year were:

1. To help Basic Education Specialists to organize teaching materials appropriate for students who were to receive the Vocational Certificate and those who were to receive the Vocational Arts diploma.
2. To help in the selection of appropriate textbook and reference material.
3. To provide general in-service improvement by making available reading lists which would help teachers to understand better the role of the unique program at CVA in meeting the special needs of students. (See reading list attached.)
4. To help teachers to understand more clearly the objectives of the Center for Vocational Arts. (See attached statement.)
5. To help teachers to work more effectively with shop-lab instructors and counselor-instructors in achieving the objectives of the Center for Vocational Arts as presented in the revised statement of objectives, November 20, 1966.
6. To contact publishers to make available to the Basic Education Specialists new and appropriate instructional material.
7. To meet with supervisors, the Director of CVA, the Director of Secondary Education, etc., so as to keep them informed as to our directions and emphasis, and to provide adequate communication which

would enable them to proceed smoothly when the services of the consultant were no longer available.

8. To provide a plan including guidelines for the summer program of in-service education for the total staff. (See attachments.)
9. To encourage and assist in the development of Basic Guidelines or Curriculum Guides for language arts, science, mathematics, and social studies. (See attachments.)

II. Achievements

Progress made and things achieved can probably be best understood by giving attention to the reproduced materials that are a part of the Appendix. This consultant does not take credit for all the things presented in the Appendix, rather he worked with other persons who produced many of them and provided assistance in helping to put them into operation.

There were, during the year, many issues to be resolved, much planning to be done, many problems to be clarified, and much learning to be done by all of us because of the newness and uniqueness of the program. No wise educator even pretends to know most of the answers to problems of how best to educate alienated youth. This program at CVA represents many promising innovations that are achieving results. The roles of the basic education specialists, the shop-lab instructors and the counselor-instructors are very different from that of such personnel in the typical school. This causes anxiety because there are no models to follow. The individualized programs of study require much more planning, demand more imagination, and draw much more upon the creative resources of the teacher. Much more team work and cooperative effort is required on the part of all staff members. It was in these areas that the consultant tried to be helpful.

Remarkable progress has been made during the school year by the staff. The educational design on which CVA was founded has become operative. There is now no doubt about the fact that this is a viable educational approach. It is this consultant's view that with more in-service work on curriculum materials, a program will be operating within a year that can be emulated by others.

A deliberate attempt has been made to encourage staff members to experiment with many ideas and materials related to instruction. In this, however, we deliberately tried to refrain from formalizing instructional approaches which in many cases would probably have to be changed or revised drastically in the near future. Much more could have been done on the development of curriculum or instructional materials, however, we were really not ready to do this without further exploration and work with students. The time now seems appropriate to pursue this as an objective and Mr. Parker has provided for a period of four weeks during the month of July, 1967, during which teachers can devote full time to this as a group under competent leadership. It is hoped that the summer experience will be the beginning of an intensive in-service program for teachers that will continue during the next school year and perhaps longer.

It is recommended that the ideas this consultant developed on Characteristics of Disadvantaged Youth (see Appendix) be developed into a research project at CVA to be supported with research funds from the Cooperative Research Branch of the U.S. Office of Education. The Cooperative Research Branch of the U.S. Office of Education is interested in research on alienated or disadvantaged youth. A project supported by them would enable CVA to get adequate funds for assistance in developing curriculum materials and in improving the instructional program.

APPENDIX

Contents

1. Bibliography: Recent Books on the Education of the Disadvantaged by Virgil A. Clift, 1967
2. Clarification of Primary Educational and Vocational Objectives of the Center for Vocational Arts and the Roles of Staff Members in Achieving These Objectives. November 20, 1966
3. Curriculum Guide Lines

    Language Arts
    Science
    Mathematics
    Social Studies

4. Letter to Mr. Parker on Summer In-Service Program and Statement on Characteristics of Disadvantaged (Alienated) Youth. This is to be one of the basic considerations in the in-service program for teachers.

SCHOOL OF EDUCATION
NEW YORK UNIVERSITY
Washington Square, New York, New York 10003

E30.2511 & E30.2512 Professor Virgil A. Clift

Recent Books on the Education of the Disadvantaged

Beck, John M.; and Richard W. Saze, eds. Teaching the culturally disadvantaged pupil. Springfield, Ill.: Charles C. Thomas, 1965. 335p.

The articles in the three parts of this book treat both theoretical and empirical problems in teaching culturally disadvantaged children. The four articles in Part I, drawn from research and experience, describe the scope of the problem. Methods and materials for teaching language arts, mathematics, science, social studies, music, and art in the elementary school are offered in the eight articles in Part II. The three articles in Part III discuss teacher training and the roles of the principal and the community. JL

Bereiter, Carl E.; and Siegfried Engleman. Teaching disadvantaged children in the preschool. Englewood Cliffs, N.J.: Prentice-Hall, 1966. 312p.

The methods, curricula, teaching strategies, and management issues of a preschool program for the disadvantaged are described. This program focuses on specific learning goals to make higher rates of progress possible. JL

Bloom, Benjamin S.; and others. Compensatory education for cultural deprivation. New York: Holt, Rinehart and Winston, 1965. 179p. ("Based on working papers contributed by participants in the Research Conference on Education and Cultural Deprivation," held at the University of Chicago, June 8-12, 1964.)

The papers in this collection summarize the current knowledge about cultural deprivation and its relation to the education process. "A set of value positions" which outlines realistic possibilities for change within the society is presented. The report is organized by traditional school levels and includes a section on the Negro student. More than half of the book consists of an annotated, categorized bibliography of research and theoretical papers, essays, and action program reports considered methodologically sound and of interest to the specialist. JL

Booth, Robert E.; and others. Culturally disadvantaged: a keyword-in-context index. Detroit: Wayne State Press, 1966. 800 p.

Champaign, Ill. National Council of Teachers of English. Language programs for the disadvantaged: the report of the NCTE task force on teaching English to the disadvantaged.1965. 327p.

A survey and the evaluations of a study of special English projects and programs for the disadvantaged are reported. Part I deals with the study's organization and operation; Part II discusses the language programs on all school levels, teacher training, and administration; Part III contains four commentaries by experts; Part IV discusses the language background of the disadvantaged; and Part V offers general reccomendations. References on the education of the disadvantaged, an annotated list of bulletins and materials, and an index of participating projects and schools are appended. NH

Clark, Kenneth. Dark ghetto: dilemmas of social power. New York: Harper and Row, 1965. 283p.

From his position as an "'involved observer'," the author, giving data when available, analyses the social dynamics, psychology, pathology, power structure, and educational problems of Negro ghetto life. He also discusses the appropriateness and effectiveness of various strategies for change and examines the relationship of the Negro and the white liberal. JL

Crosby, Muriel E. An adventure in human relations. Chicago: Follett, 1965. 396p.

Reviewed is a project in which a public school system, a university, and a community agency cooperated in a 3-year experimental program to develop constructive ways to deal with the human relations problems and community changes following school integration. The development of curricula for the community role in human relations education is described, and plans for a language development program for the disadvantaged outlined. JL

Crow, Lester D.; and others. Educating the culturally disadvantaged child: principles and programs. New York: David McKay, 1966. 347p.

Important factors in educating the disadvantaged child are discussed--knowledge about the sociological and psychological influences on his development, the responsibility of the schools to offer learning experiences to meet his needs, considerations for proper teacher preparation, and the value of parent-school cooperation. Some compensatory education programs in various cities are summarized. EF

DeHirsch, Katrina; Jeannette J.Jansky; and William S.Langford. Predicting reading failure: a preliminary study of reading, writing and spelling disabilities in preschool children. New York: Harper and Row, 1966. 144p.

Eddy, Elizabeth M. Walk the white line: a profile in urban education. Garden City, N.Y.: Doubleday (Anchor Series), 1967. 187p.

In a consideration of the relation of the relation of the poor to the urban educational system, the author discusses the social influences of the urban area on the child and his particular situation in the school. Observations made in nine schools in a Northern city are presented to illustrate concretely the problems that educators and students face. EF

Frost, Joe L.; and G.R. Hawkes, eds. The disadvantaged child: issues and innovations. Boston: Houghton Mifflin, 1966. 445p.

The 57 articles in this collection treat such subjects as the characteristics of the disadvantaged, intelligence testing and I.W., the education of both the preschooler and the older child, teaching communicative and problem-solving skills, teacher training, and the influence of the family and the community on the development of the disadvantaged child. An extensive bibliography is included. EF

Gordon, Edmund W.; and Doxey A. Wilkerson, Compensatory education for the disadvantaged: programs and practices, preschool through College. New York: College Entrance Examination Board, 1966. 307p.

This book provides a compendium, analysis, and crictical evaluation of compensatory education programs throughout the nation. The disadvantaged population is identified; programs are described; and such subjects discussed as teacher recruitment and training, curriculum innovation, guidance and counseling services, and the role of parents and the community in the programs. A critique of compensatory education examines the problems in evaluating programs, assesses major developments, and offers some promising guidelines. A comprehensive 101-page "Directory of Compensatory Practices" (arranged by states) outlines past and present programs, giving specific location, dates, description, cost per pupil, sponsoring groups, staff, services, and persons to contact. NC

Gowan, John C.; and George D. Demos, eds. The disadvantaged and potential dropout: compensatory educational programs, a book of readings. Springfield, III.: Charles C.Thomas, 1966. 624p.

Forty-one articles discuss such subjects as the scope of the dropout problem; definition and identification; and curriculum, guidance, rehabilitation, and programs for the dropout. A 97-page bibliography is included. EF

Greene, Mary F.; and Orletta Ryan. The schoolchildren: growing up in the slums. New York: Panthoen, 1965. 227p.

Written from the point of view of two teachers, this anecdotal book describes some aspects of the daily school life in a Puerto Rican East Harlem and a Harlem public school. One section illustrates in detail a teacher's typical day. The bulk of the book deals directly with the children and copiously quotes their conversations about school and home life.

Havighurst, Robert J. Education in metropolitan areas. Boston: Allyn and Bacon, 1966. 260p.

The effect of the development of metropolitan areas on education is discussed--

the social and racial stratification in the schools, the relevance of urban renewal to school systems, the particular situation of the Negro in the schools, the nature of the big-city teacher, and the relationship of school systems to other social systems. EF

Hechinger, Fred M., ed. Pre-school education today: new approaches to teaching three-, four-, and five-year olds. Garden City, N.Y.: Doubleday, 1966. 141p.

Based on personal observation, this portrait of the principal, Dr. Elliott Shapiro, teachers, and pupils of P.S. 119 in Harlem describe the staff's methods and attitudes which have helped the children to a better education and have involved their parents in the fight for it. JL

Hickerson, N. Education for alienation. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Hunnocitt. C. W. ed. Urban education and cultural deprivation. Syracuse,N.Y.: University Division of Summer Sessions, Syracuse University, 1964. 132p.

The eight papers in this collection reflect an interdisciplinary approach to the problems of urban education and cultural deprivation. They treat the financial aspects of change, the home and the neighborhood as they affect education, the characteristics of the disadvantaged student, and the nature of the urban school. JL

Janowitz, Gayle. Helping hands: volunteer work in education. Chicago: University of Chicago Press, 1965. 133p.

Stressing the need for volunteers to supplement tutorial programs for disadvantaged children, this book records the available information about the beginning of a 3-year demonstration and evaluation program, begun in 1964, to gain understanding of the children's problems in school achievement and of the role of the volunteer in educating them. RG

Kendall, Robert. White teacher in a black school. New York: Devin-Adair, 1964.

Kerber, A.; and B. Bommarito, eds. The schools and the urban crisis: a book of readings. New York: Holt, Rinehart and Winston, 1965.

Klopf, Gordon J.; and Garda W. Bowman. Teacher education in a social context: a study of the preparation of school personnel for working with disadvantaged children and youth. New York: Mental Health Materials Center, 1966. 352p. (Based on the findings of Project Aware and published for the Bank Street College of Education.)

This book contains the results of a study of programs designed to improved the knowledge, skill, and attitudes of school personnel working with disadvantaged youth. Profiles of the five OEO programs and 14 NDEA institutues usded in the study are given, with four case studies specifically illustrating the process of preparing the teachers. Discussions of how these programs have been perceived by deans of schools of education, school superintendents, and program directors and participants are also included. The general findings of the study are summarized, and recommendations for improvement are suggested. EF

Kvaraceus, William C.; and others. Negro self-concept: implications for school and citizenship. New York: McGraw-Hill, 1965. 191p. (Report of a conference sponsored by the Lincoln Filene Center for Citizenship and Public Affairs at Tufts University, Medford, Mass.)

Presented are papers used as points of departure for an assessment of the current knowledge about the relationship of education to Negro self-concept. Papers are: Jean D. Grambs, "The self-concept: basis for re-education of Negros: image development of self and polity"; and William C. Kvaraceus, "Negro youth and social adaptation: the role of the school as an agent of change." JL

Lanning, Frank W.; and Wesley A. Many. Basic education for the disadvantaged adult: theory and practice. Boston: Houghton Mifflin, 1966. 411p.

Loretan, Joseph O.; and Shelley Umans. Teaching the disadvantaged: New curriculum approaches. New York: Teachers College Press, 1966. 252p.

New curriculum guidelines and methods designed to develop the intellectual capacities of the disadvantaged child are outlined. These "action-oriented" programs for teaching language skills, social science, and science, attempt to offer concrete experience and to have environmental relevance for the child. NC

Miller, Harry L.; and Marjorie B. Smiley. Education and the metropolis. New York: The Free Press, 1967.

Miller, Harry L.; and Marjorie B. Smiley. Policy issues in the inner-city school. New York: The Free Press, 1967(in press).

Moore, G. Alexander, Jr. Realities of the urban classroom: observations in elementary schools. Garden City, N.Y.: Doubleday(Anchor Series), 1967.

Passow, A. Harry, ed. Education in depressed areas. New York: Bureau of Publications, Teachers College, 1963. 371p. (Based on papers presented at a 2-week Work Conference on Curriculum and Teaching in Depressed Urban Areas, Held at Teachers College, Columbia University, July 1962.)

The papers in this collection explore the dimensions of education in depressed areas(psychological and sociological influences and the urban teacher) and develop guidelines for program planners. Contributors are: David and Pearl Ausubel, Kenneth Clark, Richard Cloward, Martin Deutsch, John Fischer, Miriam Goldberg, Vernon Haubrich, Robert Havighurst, James Jones, Leonard Kornberg, Carl Marburger, Harry Passow, Mel Ravitz, Henry Saltzman, Sloan Wayland, and Alan Wilson. An extensive bibliography of books and selected school reports and bulletins is included. JL

Pederson, Douglas O. The disadvantaged student: a conflict of culture in the school. Penington, N.J.: Education Consultants Collaborative, 1966.

Riessman, Frank. Helping the disadvantaged pupil to learn more easily. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Schreiber, Daniel, ed. Guidance and the school dropout. Washington, D.C.: National Education Association, 1964. 278p. (Based on papers delivered at an invitational symposium held at West Point, N.Y., May 1963, through the joint effort of the National Education Association Project on School Dropouts and the American Personnel and Guidance Association.)

The papers in this collection consider generally the problems of the dropout and discuss guidance services and counselor education. Contributors are: Daniel Schreiber, Elizabeth M. Drews, Nadine Lambert, Donald E. Super, Herbert Bienstock, Dean L. Hummel, Bruce E.Shear, Daniel Fullmer, Harold J.Reed, Dugald S. Arbuckle, Edmund W.Gordan, and Robert O. Stripling. JL

Schreiber, Daniel, ed. The school dropout. Washington, D.C.: National Education Association, 1964. 214p. ("The papers comprising this volume were originally submitted for discussion at a symposium convoked by the National Education Association's Project on School Dropouts,"held in Washington, D.C., December 2-4, 1962.)

Reflecting a multi-discipline approach, the papers in this collection discuss the societal factos affecting the school dropout and their implications for school programs, Contributors are: Daniel Schreiber, Ralph W. Tyler, S.M. Miller, Edgar Z. Friedenberg, Paul Goodman, John H.Rohrer, Herman H.Long, Martin Deutsch, Clarence Senior, John H.Niemayer, George B. Brain, William H. Bristow, Warren G. Findley, Morris Haimowitz, C. Gilbert Wrenn, and Martin Mayer. JL

Strom, Robert D., ed. The inner-city classroom: teacher behaviors. Columbus, O.: Charles E. Merrill, 1966. 204p.

Teacher behaviors necessary for instructional success in low income schools are discussed in nine articles. Contributors are: John H. Niemayer, Robert D. Strom, Robert J. Havighurst, E. Paul Torrance, Paul H. Bowman, A. Harry Passow, G. Oriville Johnson, Paul R. Hunt, and Elvin I. Rasof, and Gene C. Fusco. A 9-page bibliography is included. JL

Strom, Robert D. Teaching in the slum school. Columbus, O.: Charles E.Merrill, 1965. 126p.

In an attempt to determine successful methods for teaching the disadvantaged, the author discusses their learning styles, the characteristics of low income life, the role of the school in the community, teacher preparation and recruitment, and the importance of supportive school personnel. JL

Sullivan, Neil V.; Thomas L. Maynard; and Carol L. Yellin. Bound for freedom: an educator's adventures in Prince Edward County, Virginia. Boston: Little, Brown, 1965. 221p.

In reminiscence of the experience of developing and operating the Free Schools of Prince Edward County, Virginia, following the 4-year closure of the public schools, the author describes the opposition encountered; the difficulties of staffing and readying the schools on very short notice; the training of teachers in the use of new methods and equipment; and the day-to-day problems of feeding, transporting, and clothing an impoverished population. JL

Taba, Hilda; and Deborah Elkins. Teaching strategies for the culturally disadvantaged. New York: Rand McNally, 1966.

U.S. Office of Education. Programs for the educationally disadvantaged: a report of a conference on teaching children and youth who are educationally disadvantaged, May 21-23, 1962. 1963. 108p.

Eleven papers describe some state and city programs which seem to have been successful in helping the educationally disadvantaged to realize their potential. To pinpoint possible factors which hinder achievement, some of the characteristics of these students and their communities and home are identified. NH

Usdan, Michael; and Frederick Bertolaet, eds. Teachers for the disadvantaged. Chicago: Follett, 1966. 255p.

Presented are the individual papers and reports of three Task Forces which developed a school-university program for training teachers of the disadvantaged. Task Force One identified satisfactory teacher behavior; Task Force Two developed curricula and related experiences to elicit it; and Task Force Three established criteria to measure the success of the program. JL

Webster, Staten W., ed. The disadvantaged learner: knowing, understanding, educating. San Francisco: Chandler, 1966. 644p.

The 73 articles in this 3-part discussion provide a background for understanding and dealing with the educational problems of the disadvantaged. The general and specific considerations in Part I present a frame of reference for the subsequent parts. Specific educational problems--biological, social-psychological, and intellectual--are discussed in Part II; and school-community relations, administrative and instructional problems, and specific teaching innovations treated in Part III. JL

Weinberg, Meyer, ed. Learning together: a book on integrated education. Chicago: Integrated Education Associates, 1964. 228p.

The articles in this book reflect the individual opinions on integrated education of the 50 contributors from the fields of education, psychology, industry, civil rights, politics, and the clergy. Divided into eight main topic areas, discussions treat the historical aspects of school segregation, its effect on children, the status of integration in several cities, new approaches for teacher training and curriculum, legal aspects, strategy and tactics, schools and work, and the role of the churches. A bibliography of 275 references is included. JL

BOARD OF EDUCATION
Norwalk, Connecticut

CENTER FOR VOCATIONAL ARTS

Clarification of Primary Educational and Vocational Objectives of the Center for Vocational Arts and the Roles of Staff Members in Achieving These Objectives.

I. Primary Educational and Vocational Objectives

Objective 1. To provide a program of vocational education which will enable school-alienated youth to acquire occupational skills for available job opportunties.

a. Staff involvement:

(1) Shop-lab Instructors

(a) Primary responsibility for training in job skills.

(2) Counselor-Instructors

(a) Provide vocational counseling and related job information.

(b) Serve as liaison between shop-lab and industry.

(c) Help students in self-evaluation of vocational skill development and acquisition of desirable self-attitudes.

(d) Help students acquire an understanding of their own motivation, personal strengths and limitations, and quality of relationships with others.

Objective 2. To provide within the framework of an occupational training program teaching techniques and materials which will effectively combine basic education with occupational skill.

(1) Counselor-Instructors

(a) Supervise each student's program of individualized study in the basic education skills related to the needs of the student in his particular occupational area.

(b) Provide small-group instruction to students with similar educational difficulties when necessary.

(c) Teach occupational and related information on an individual and group basis

(d) Be responsible for intake and evaluation testing.

(2) Shop-lab Instructors

(a) Assist in determination of what should be taught and how programmed materials will be used.

(3) Basic education specialists

(a) Provide assistance to the counselor-instructor in supervising each student's course of study when needed.

(b) Develop a library of programmed learning materials to meet the needs of these youth. Where such materials are not readily available, to develop original materials.

(c) To offer small group instruction to students with common problems when recommended by the counselor-instructor.

Objective 3. To provide a program of individualized study for those students who desire more than a Certificate of Vocational Competency, and who are willing to put forth the extra effort which can lead to the receipt of a Center for Vocational Arts Diploma.

a. Staff involvement:

(1) Basic education specialists

(a) By working with the central office department heads, to establish a series of competency levels in each basic academic area leading to the issuance of a Center for Vocational Arts Diploma.

(b) To set up a program of independent study for each student based upon:

His present level of competency in each basic academic area.

The speed at which he is able to progress from one level to the next.

His willingness to assume responsibility for his own progress.

(c) To administer tests at each competency level.

(d) To provide tutorial and small group instruction to those students working for a Center for Vocational Arts diploma.

(2) Counselor-instructors

(a) To assist the basic education specialists in supervising the independent study program of students working toward a Center for Vocational Arts diploma.

(b) To assist the basic education specialists in assessing the progess of each student and in interpreting these findings to the student.

(c) To assist each student in the acquisition of realistic goals based upon his innate ability, general aptitude, rate of progress, and degree of self-motivation.

II. General Principles

A. The length of time students spend at the Center for Vocational Arts will vary. Some will desire only the necessary occupational training and related basic education skills to earn them a Certificate of Vocational Competency so that they can become employable. Others will wish to remain longer and receive the maximal program available at the Center for Vocational Arts, culminating in the receipt of a CVA diploma.

B. The key to the success of both these programs lies in:

1. The providing of an individualized program of studies for each of the students enrolled which will enable him to progress as

far as his abilities, aspirations, and perseverance allow.

2. Providing proper guidance and encouragement to each student, while at the same time assisting him in the acquisition of realistic vocational and academic goals.

C. Each student should understand that the Center for Vocational Arts provides opportunities for self-advancement at present unavailable in other secondary schools, and that the staff stands ready to help him at all times. It needs to be made clear, however. that in any program of individualized, self-directed study, the burden of effort lies with the student.

CHP/ehg

Suggested Units- Continuous Progress
High School Equivalency
Center For Vocational Arts

Basic Guide Lines

1. A Card should be developed that shows the progress of each individual student and lists each unit required at a given level. It should also have space for listing independent work achieved by students.

2. The number of units listed are minimal. Students should be encouraged to work independently in areas of their greatest interest or need.

3. The number of units at each level:

Level I - Grade Nine - One Carnegie Unit
Level II - Grade Ten - One Carnegie Unit
Level III- Grade Eleven-One Carnegie Unit
Level IV- Grade Twelve-One Carnegie Unit

are a starting point. Experience will tell if some should be chopped or added.

4. It should be recognized that when a unit is developed it should contain provision when it applies for:

a) pre-test
b) post-test
c) related audio-visual aides

5. Required readings should not be just one title for each category. For instance, if a novel is to be read - a selection of 5 to 10 should be available to choose from.

6. It is possible to combine units. Thus required work in grammar and composition can go hand in hand. Credit can be given on students progress sheet.

I. A LITERATURE*

a) One Novel
b) One biography
c) Selected short stories
d) One more of any of above

Emphasis in this group on plot development and student identification with values of characters in their readings.

I-B COMPOSITION

e) Six Compositions-throughout school year
f) Written Reports from two of required readings

BASIC GUIDE LINES (I-B)

- g) Unit Developing Composition Skills - Emphasizing Coherence and Unity
- h) Letter Writing- Business and Social

I-C SPEECH

- i) Interviews
- j) Develop Ability to Sell
- k) Report on Areas of Interest

I-D READING

- l) Reading Comprehension(throughout year) Individualized- should show at least some growth by end of year
- m) Vocabulary Growth

I-E GRAMMAR

- n) Parts of Speech and Capitalization
- O) Sentence Structure

I-F SPELLING

- p) Word Lists
  - a) Taken from shop area
  - b) Common words in every day life

II-A LITERATURE

- a) One Novel
- b) One Autobiography
- c) Selected Short Stories
- d) One Play
- e) One More of Any of Above

Stress values as exhibited in readings and emphasize recurrent themes as they appear in readings.

II-B COMPOSITION

- f) Six Compositions- Through School Year
- g) Written Reports from Two of Required Readings

II-C SPEECH

- h) Two oral Reports on Topics of Interest
  One should be on vocational work
- i) One oral report on Reading Assignment from above list
- j) Telephone conversations

BASIC GUIDE LINES

II-D READING

k) Continue Individual Program for student
l) Vocabulary Unit

II-E GRAMMER

m) Understand Sentence and Paragraph Structure Continuation of Work Started Last Year

II-F

n) Spelling Lists

The same basic pattern would follow for units III and IV. The number of units and the specifics in each would be developed by the basic education specialist.

MW:na
1/6/67

NAME ________________________

LANGUAGE ARTS

AREA I

1-A-LITERATURE	NAME	M	COMMENTS
(a) NOVEL (b) BIOGRAPHY			
READING	INDIVIDUAL DIAGNOSIS		

CONTINUOUS PROGRESS - HIGH SCHOOL SOCIAL STUDIES

Social Studies Objectives

1. Understandings- Facts, concepts, and generalizations from each of the social sciences.

2. Skills- Chronology, vocabulary, map reading, map making, critical thinking, note taking, organizing, communicating, briefing, creating, reading, skimming, listening, summarizing, analyzing, interpreting, reading charts and diagrams, making charts and diagrams, using reference books, using the library.

3. Attitudes (Values, Ethics) - Self-esteem, appreciation of other others, human dignity, human rights, democratic processes, respect for truth, self-evaluation, self-direction, social-action, love of learning, concern about social issues, suspended judgment.

Curriculum

Four levels are recognized as constituting the high school curriculum in social studies. A minimum of eight units of work must be accomplished before a student can go from one level to the next. The units will be different for each individual but they will require in each case: (1) a level of academic difficulty commensurate with the students ability (2) a degree of attainment higher in each case than the preceding unit (3) completion as per contract (4) relevance to both the individual's needs and to social studies broadly conceived.

Performance

Each unit will be selected and structured jointly by the teacher and student. The unit may consist of such activities as (a) reading and reporting on a book (b) working out a series of exercises e.g. in a text, or programmed text, or map construction etc. (c) performing a social science activity such as working in a political campaign or on a civic project (d) creating a social science project or (e) any other appropriate activity agreed on by teacher and student. The unit should be of sufficient scope and duration to represent about 30-40 hours of work more or less depending on the student's skill aptitude and motivation.

Evaluation

The approval of the teacher should be based on the following: (a) did the student do his best work (b) did the activity contribute to his growth in one or more of the social studies objectives described above (c) did his level of attainment in the unit exceed his level of attainment in the previous unit (d) did he complete his contract.

The evaluation may be in the form of (a) an examination of the product by the teacher (b) a discussion between teacher and pupil (c) a written examination (d) any combination of these or (e) other appropriate evaluative procedures.

Certification

A student who completes 32 units in social studies having met the above criteria, may be certified as having completed the requirements in social studies for a high school diploma from the CVA. A student who completes 8 units may be certified to have completed the first level and to move on to the second level and so forth. No time limit shall be set either as a deterrent to or as an accelerant to advancement or retention between the four levels. Thus it is conceivable, but unlikely that a student will complete the four social studies levels in one year. It should be equally unlikely that a student who is serious about this work should require more than five years to complete the four levels in social studies.

MG:pc
1-17-67

NORWALK PUBLIC SCHOOLS
SCIENCE DEPARTMENT

SCIENCE CURRICULUM - CVA

BASIC GUIDE LINES

1. The basic curriculum for students working toward a CVA high school diploma is shown in the Content Outline.

2. While each area of science shown would represent "One Carnegie Unit" a student may commence work in an area related to his vocational interest. As much independent work as possible should be encouraged.

3. A check-list should be prepared for each student so that a continuing record may be kept of his satisfactory completion of each topic and sub-topic in each of the four major areas. A space to record other areas of achievement in science should be provided.

4. A pre-test and post-test should be prepared for each sub-topic.

5. All possible instructional materials should be made available--programs, texts, audio-visual aids. Where appropriate and feasible, laboratory experiences should be prepared for each sub-topic.

NJN/dg

NORWALK PUBLIC SCHOOLS
SCIENCE DEPARTMENT

SCIENCE CURRICULUM - CVA

CONTENT OUTLINE

BIOLOGY

1. Nature of Life

   Life processes; organization of living things (cells through organs)

2. Types of living things

   Simple taxonomy of plants and animals, with attention to some representative organisms of major phyla

3. Plant anatomy and physiology

   Relationship of structure and function of parts; photosynthesis, respiration, nitrogen cycle

4. Reproduction and heredity

   Asexual, sexual reproduction, mitosis, meiosis; transmission of characteristics-Mendel, chromosomes, genes

5. Human anatomy and physiology

   Structure and function of body organs and systems

6. Health

   Proper nutrition; diseases and their control, hazards of alcohol, tobacco and narcotics; first aid; air and water pollution; city health department, water supply, sewage and garbage disposal

7. Ecology

   Interralation of plants, animals and the environment, conservation

NORWALK PUBLIC SCHOOLS
SCIENCE DEPARTMENT

SCIENCE CURRICULUM- CVA

CONTENT OUTLINE

CHEMISTRY

1. Nature and properties of matter

   General and specific properties; states of matter; change of state; measurement of matter - weight, volume, specific gravity.

2. Structure and composition of matter

   Atom, molecule; element, compound, mixture; solutions; sols and gels; acids, bases, salts; nature of organic substances; periodicity; common chemicals and their uses.

3. Changes in matter

   Physical change; chemical change - analysis, synthesis, replacement, rearrangement; nuclear energy - fission, fusion; laws of conservation of matter and energy.

NORWALK PUBLIC SCHOOLS
SCIENCE DEPARTMENT

SCIENCE CURRICULUM - CVA
CONTENT OUTLINE

PHYSICS

1. Mechanics

    Energy, force, work; friction, gravity, inertia, escape velocity; simple machines; mechanical advantage, efficiency, power, horsepower; air pressure; hydraulics (Pascal) bouyancy (Archimedes)

2. Sound

    Production and transmission; characteristics-ampletude, frequency, wave length; supersonics

3. Light

    Nature of radiant energy; production-incandescence, flourescence; transmission; frequency, color; measurement; refraction, reflection, absorption; transparency, opaquencess; application-optical instruments, photocells

4. Heat

    Nature-molecular motion; production-fuels, electricity; measurement-thermometry; calorimetry; transmission-radiation, conduction; convection; insulation; heating systems; refrigeration; heat engines

5. Electricity

    Nature; sources-mechanical (generators), chemical (cells), heat (thermoelectricity); static, current, DC-AC, conductors, insulators; measurement-volts, ohms, amperes, wattage, calculation of bill; circuits-series, parallel, fuses; transformers, power transmission; applications-appliances, motors, communications devices (telegraph, telephone, radio, radar, television)

NORWALK PUBLIC SCHOOLS
SCIENCE DEPARTMENT

SCIENCE CURRICULUM - CVA

CONTENT OUTLINE

EARTH SCIENCE

1. Weather

   Air-mass theory; characteristics-temperature, pressure, relative humidity, winds; instrumentation; cloud forms; storm types; weather maps

2. Geology

   Soils; rock types, crystals; land forms; changes in the earth's crust; agents of erosion, and their control - agents of uplift; age of the earth, record of the rocks

3. Astronomy

   Earth's motions, seasons, time, locations on the earth; solar system -theories of origin, motion, sun, planets, moons, eclipses; constellations, galaxies, comets, meteors; space exploration

MINIMUM CURRICULUM - MATHEMATICS

I. WHOLE NUMBERS

1. Place Value
2. Rounding off whole numbers
3. Addition
4. Subtraction
5. Multiplication
6. Division
7. Prime and composite numbers

II. COMMON FRACTIONS AND MIXED NUMBERS

1. Highest common factor
2. Lowest common denominator
3. Multiplication property of One
4. Addition
5. Subtraction
6. Multiplication
7. Division

III. DECIMAL FRACTIONS

1. Place value
2. Rounding off decimals
3. Addition
4. Subtraction
5. Multiplication
6. Multiplication by 10, 100, 1000
7. Representing decimal fractions as common fractions and vice-versa

Mathematics Curriculum (Continued - page 2)

IV. PER CENT

I. Meaning of percent

2. Representing whole numbers, fractions and decimals as percents and vice-versa

3. Three cases involving per cent

4. Applications of percentage, E.G. commission, discount

V. MEASUREMENT

1. Common units of measuring length, area, volume, weight and time

2. Addition and subtraction of denominate numbers

3. Basic units in the metric system

4. Use of ruler, protractor and compass

IV. RATIO AND PROPORTION

1. Meaning of ratio

2. Comparing numbers of ratio

3. Finding the ratio of units of measure

4. Finding equal ratios

5. Ratio to express rates

6. Expressing ratios as decimals and as per cents

7. Use of ratio in scale drawing

8. Meaning of proportion

9. Finding missing number in a proportion

VII. INFORMAL GEOMETRY

1. Types of straight lines, curved lines and angles

2. Bisecting line segments and angles

3. Measurement of lines and angles

4. Drawing angles

Mathematics Curriculum (Continued - page 3)

VII. INFORMAL GEOMETRY (Continued)

5. Construction of triangles and circles
6. Types of triangles
7. Reproducing angles and triangles with protractor, ruler and compass
8. Perimeters and circumference of common geometric figures
9. Introduction of area and volume formulas of common geometric figures
10. Applications of formulas
11. Indirect measurement - rule of Pythagoras - square root

VIII. GRAPHS

1. Interpreting line graphs
2. Interpreting bar graphs
3. Interpreting circle graphs
4. Constructing basic graphs
5. Basic statistics - mean, mode, median

IX. ARITHMETIC FOR LIFE

1. Banking
    a. simple interest
    b. checking accounts
    c. savings accounts
2. Budgets
3. Taxation
    a. Types of taxes
    b. Computation of taxes
    c. Completion of federal income tax - short form 1040A

Mathematics Curriculum (Continued - page 4)

4. Payroll
    a. Weekly wage on per hour basis
    b. Wages based on piecework
    c. Payroll deductions
5. Insurance
6. Installment buying

X. BASIC ALGEBRA

1. Symbols of equality, inequality
2. Solve statements by one operation

The scope of the mathematics program for students at the Center for Vocational Arts rests upon the realistic vocational goal of the student. Furthermore, for those students seeking a high school diploma, the minimum mathematics curriculum is the same as the minimum math program of the traditional high school, i.e. ninth grade general mathematics.

The minimum mathematics program undertaken by those students seeking a diploma has included a review of the following topics: basic operations with whole numbers, common fractions and decimal fractions, also, per cents, measurement, ratio and proportion, informal geometry, graphs, business arithmetic and basic algebra.

Remedial work was undertaken when necessary.

Several of the students also either reviewed a first course in algebra or began such a course.

Programmed instructional material such as the "ASMD" series, on fundamentals by the Addison Wesley Company and TEMAC, an algebra program by Encyclopaedia Britannica Press were used. Traditional review texts in paperback format were also used in conjunction with aids such as the computational skills development kit(Science Research Associates). Instruction was either of a self-help nature or on a tutorial approach. Considerable teacher-made material was also used.

Evaluation of competence is accomplished by shop instructors in "on the job" situations. The counselor instructors and math specialist also determine competency by teacher made tests and by standardized instruments such as the Stanford Achievement Test.

May 25, 1967

Mr. Forrest Parker, Director
Center for Vocational Arts
Public Schools of Norwalk
350 Main Street
Norwalk, Connecticut

Dear Mr. Parker:

The enclosed material which lists the characteristics of disadvantaged youth in the categories of personal factors, cognitive factors, and educational values, provides information as to a beginning point in working with teachers on curriculum development for C V A during the summer.

As I see the summer program, it will involve the three following steps:

1. Explore, study, and discuss in detail the characteristics of alienated youth which has been enclosed.

2. Have all staff members (basic education specialists, shop instructors, and counselors) derive and state objectives for their respective areas. Obviously, to do this they must study carefully the enclosed materials on the characteristics of alienated youth and see the relationship of this to what they are trying to achieve as teachers, counselors, or shop instructors. In other words, they must look at their work in operational terms and try to do two things:

    a. help the students to overcome deficiencies listed on the enclosure and

    b. at the same time, help them to gain skills, knowledge, and confidence in an area of concern to the particular staff members.

3. Have staff members organize subject matter, or job experiences, or counseling techniques which will help to achieve the objectives always with the view of diminishing or alleviating problems or factors contained on the enclosure.

During the summer it will be impossible to complete all of step three. I would strongly suggest that we justify the need for consultants for the next two years at least to help all staff members at C V A to work on step three above. During the next two years, it will be necessary, from time to time, to revise and to refine what we will have done under steps one and two above. This could be included as part of the curriculum development work also.

I hope that this, along with the enclosures, are sufficient to help to develop a justification for proposals about which we talked at our last meeting.

Yours very sincerely,

Virgil A. Clift
Professor of Education

VAC/de
Enclosure

NEW YORK UNIVERSITY
School of Education
Department of Secondary Education
New York, New York 10003

Dr. Virgil A. Clift
Professor of Education

Expected Characteristics of Disadvantaged Youth

Listed below are characteristics one may expect to find among disadvantaged youth. Certainly no one individual would be expected to be characterized by all of these factors. It is true however that teachers who are working with typical classes where a large number of disadvantaged youth are enrolled will be able to identify many students who can be characterized by items listed here.

In a very real sense, the factors listed represent disabilities, handicaps, or disadvantages which the individual has that make it very difficult, and almost always impossible, to function in school up to an acceptable level. Unless the teacher is able to ameliorate these problems, teaching does not produce desired results. All of the love the teacher may have for poor children, all of the respect she may be able to muster for minority children, all of "hip" language she may use with children, and all of the other similar tricks and devices she may employ, are of no avail. Instead, the successful teacher of the disadvantaged must be a clinician who can help young people deal with factors we know to be limiting the ability of these children to learn.

This being true, the daily teaching act, class period after class period, must focus on the factors or problems characteristic of the disadvantaged. Social studies, language arts, and all other areas of study must be organized and presented, in terms of content and method, so as to help students deal realistically with special characteristics peculiar to their personalities.

Characteristics presented here represent what the individual is like as a person. The next step is to spell out objectives in each area or course the student pursues in school, grade by grade. These objectives must be specific, definitive and relate directly to helping the student solve or ameliorate personal problems.

The factors or problems in this paper have been grouped under three headings: 1) Factors of personality, 2) Factors of cognitive function, and 3) Factors in relation to educational values. Subject matter in one field can be used more effectively then that from other fields to help students overcome certain of the specific problems. The task confronting the teacher is to select objectives which help students deal with his personal problems and at the same time help him to acquire essential knowledge.

Expected Characteristics of Disadvantaged Youth

For example, the Diary of Ann Frank, The Life of George Washington Carver, or the Life of Hans Christian Anderson may do much more to help the youngster with a deeply ingrained negative self image than some things currently being required. On the other hand, if we know the disadvantaged youngster tends to be more present-oriented and less aware of past-present sequences, we should try to modify our approach to teaching history and would refrain from a total emphasis on chronological order which might remove the student 2,000 years from the present, when in reality he may not be able to place events of five years ago in their proper relationship with those five months ago. All of this is to emphasize that after objectives have been formulated, the next step is to select meaningful subject matter to achieve the objectives.

In the process just described there are three steps:

1) Become acquainted with the factors which characterize the disadvantaged child. Be able to recognize these in students.

2) State objectives for your course or subject area which give greatest promise of relating directly to individual characteristics and to essential knowledge to be learned in a course or subject.

3) Organize the subject or course in a way that will make possible the achievement of the objectives.

For years educators have emphasized that we must "start where the students are." Characteristics of disadvantaged youth listed in this paper represent where these students are. It is the established consensus among teachers that all teaching must be related to objectives. Yet it is precisely in this area that all education is vulnerable because our objectives are woefully inadequate, if not meaningless.

One of the benefits certain to come from our efforts to educate the disadvantaged will be more articulate statements of objectives. Another benefit will be a more systematic selection of subject matter to achieve educational objectives for individuals who bring to the learning situation different backgrounds of experience.

Educators have begun to write about disadvantaged youth as if there is something strange, mysterious and baffling about them. Actually they are human beings responding as any other human beings would respond had they been exposed to the environment and forces the disadvantaged have. We come now to the characteristics which have resulted from this..

Expected Characteristics of Culturally Disadvantaged Youth

A. Factors of personality

1. He may exhibit feelings of negative self-esteem.
2. As a result of prolonged feelings or negative self-esteem, he may come to feel self-hatred and a rejection of his own ethnic, national, or family, but not his peer group.
3. Boys from certain disadvantaged groups (Negroes in particular) may suffer from role confusion and be completely unsure of their worth as a result of living in a matriarchal society.
4. He may suffer from the disorganizing impact of mobility, transiency, and minority group status.
5. He may have absorbed some of the mental and emotional problems which are more commonly found in his family and peer-group than in the population as a whole.
6. He may feel frightened as a result of early emotional or physical abandonment by his parents.
7. Since the peer group exerts much greater influence on him at a much earlier age than in middle-class surroundings, he may reflect their values almost completely and have no sense of relating to an adult world.
8. He may have unrealistically high levels of expressed academic and vocational aspirations, which are an attempt to bolster his flagging self-esteem.
9. He will usually show, however, low levels of aspiration when concrete action is needed. This is a result of negative feelings toward himself and repeated attempts that have ended in failure.
10. His need for immediate financial independence because of early desatellization from his parents may make him emotionally unable to consider any form of education or training that will make him temporarily unable to be self-supporting. He may be emotionally unable to accept the idea of receiving money from his parents during the time that would be necessary for him to finish school.

Expected Characteristics of Culturally Disadvantaged Youth

11. He may exhibit an even greater fear of the unknown than is normal for children of his age group. He may respond to any new situation negatively.

12. He may show signs of an authoritarian personality which he has absorbed from his parents. This personality complex includes the need to dominate or be dominated, a tendancy to view people as "in-groups" and "out-groups", relative resistance to change, belief in a supernatural power which the child faces. An authoritarian person is apt to be more ethocentric and prejudiced than others are.

13. Having grown up in an authoritarian home, in many cases, the child may seek an authoritarian leader in school. At the same time, he will evidence an underlying hostility toward authority of any kind, which will create ambivalent feelings and reactions.

14. He may show anxiety at having to work with two systems of values. The fact that his culture certain actions or ways of living are accepted, but are rejected by the world of the school, may lead to confusion and hostility toward one or both of the systems of values.

15. He may respond primarily with anxiety to any threatening situation and may attempt to solve the problems by repeated withdrawal.

16. He may indicate reactions of lethargy, apathy, and submission in any situation which he does not feel capable of mastering. These are usually suppressed feelings of aggression.

17. His massive anxiety and confusion may result in his being unable to maintain one kind of activity or reaction, and periods of submission (suppressed hostility) may alternate with periods of strong aggression and hostility.

18. He may show his feelings of resentment and hostility toward the rejecting majority group (the white middle class, in general).

19. If he feels unable to show his hostility, he may turn to reaction formation, where he will seemingly adopt the ideals and values of the majority culture, to the exclusion of other members of his own group.

Expected Characteristics of Culturally Disadvantaged Youth

20. His feelings of anxiety and sense of failure may lead him to withdraw from competition in the larger American scene, especially in relation to any activities that characterize the middle class.

21. He may show self-deprecatory reations in any situation.

22. He may be prone to delinquent behavior because of family disorganization.

23. He may evidence feelings of shame about him family background which makes it more difficult for him to relate to others.

24. He may have deep-seated anxiety about achievement in any domain.

25. He may exhibit a complete lack of ego-involvement in school, and thus he may be a target for easy failure. This is due partly to the fact that the school, as he knows it, is completely incapable of meeting his emotional needs or helping him with his problems.

26. He may have built up a "fight for what is mine" psychology.

27. He may be rude and uncouth.

28. He sometimes shows little restraint and has few inhibitions.

29. He may be keenly sensitive to insult.

30. His major goals seem to be "to grow up and get by".

31. He may be unconsciously bent toward self destruction.

32. Companionship in the gang may be sought to make up for elements missing in family structure.

33. He may have a sense of values that are not only different from that of the middle class, but they may be beyond the comprehension of middle class observers.

34. He may show no fear of personal injury, may have been encouraged to fight and not to be intimidated by police or others. In fact, he may have learned that this is the only

thing that works with the slum landlord, the slum merchant, the dishonest bill collector, and the crooked cop.

35. He may have enjoyed so little attention and affection that he responds quite differently from the middle class child when praised for success in school. He has never experienced success and gratifying feelings of success, and security he may be expected to respond differently from his middle class counterpart for whom these have become a way of life.

36. He may be extremely bitter and justifiably so.

37. He may have a general feeling of being "hemmed-in" and as a result may crave excitement.

38. He frequently knows that he has been stereotyped as "dumb", "ignorant" or "worthless" and is hurt internally as a result.

39. He may be loud and boisterous due in part to life style, or as a means of attracting attention, or because of lack of self restraint, or because he is excited due to anxiety, etc.

40. They may "giggle" exhibit loud laughter, and find humor in things that may not be the least bit funny to middle class children who have enjoyed an entirely different background of experience.

41. He may have learned to make heavy use of survival skills needed for protection in the slum streets and in the gang. He may not know that the middle class system expects a different kind of behavior.

42. The successful disadvantaged child may experience considerable trauma because he operates in terms of survival skills when in the slum environment, and in terms of accepted social skills of the middle class when in school. The successful disadvantaged child must operate in two very different worlds at the same time and thus develops two distinct personalities. As a result, he may on occasions be characterized as schizophrenic or may become disgusted or traumatized by all the disgusting hypocrisy and act out in various ways.

Expected Characteristics of Culturally Disadvantaged Youth

43. He may cope with authority figures by maintaining appropriate social distance, and by interacting with these figures on the basis of the formalized role rather that as persons.

44. He may feel himself the object of derision and disparagement and unworthy of succorance, affection, praise, etc., and may for that reason reject efforts of teachers and counselors to offer helpful encouragement or praise.

B. Factors of Cognitive Function

1. Even if high levels of perceptual sensitization and discrimination are present, these skills tend to be developed better in physical behavior than in visual, and better in visual behavior, than in aural.

2. They tend to lack any high degree of dependence on verbal and written language for cognitive cues.

3. Many disadvantaged youth have not adopted receptive and expressive modes traditional to and necessary for success in school.

4. Their time-orientation varies from that expected for school. It is less consistent with reality.

5. They are characteristically slower than middle-class children in cognitive function.

6. They do not have good powers of concentration.

7. They are not generally persistent in problem-solving tasks.

8. They characteristically score low in recognition of perceptual similarities.

9. They tend to ignore difficult problems with a "so What" attitude.

10. They depend more on external than internal control of things.

11. Negro children tend to have a more passive approach to problem-solving tasks.

Factors of Cognitive Function

12. Culturally deprived children have a restricted variety of stimuli to foster development of cognitive processes.

13. The particular stimuli they receive are less systematic, less sequenced. They are, therefore, less useful to growth and activation of cognitive potential.

14. They are limited by both the "formal" and "contentual" aspects of cognitive development.

    a. "Formal" aspects are those operations or behavior by which stimuli are perceived. They have poorly developed auditory, visual, tactile aspects.

    b. "Contentual" aspects mean the actual content of knowledge and comprehension.

15. They lack in environmental information.

16. They have a poor general and environmental orientation.

17. Their concepts of comparability and relativity are not appropriately developed for their age level.

18. They lack ability to use adults as sources of information for satisfying curiosity.

19. They lack an ability to sustain attention.

20. They are farther away from their maturational ceiling as a result of experimental poverty. Therefore, they have poorer performance on I.Q. tests, and the tests tend to be poor indicators of their basic abilities.

21. They generally have not developed a concept of expectation of reward for: accumulation of knowledge, task completion, or delaying gratification.

22. They have difficulty in seeing themselves in the past or in different context.

23. Evidence indicates that they tend to be more present-oriented and less aware of past-present sequences.

Factors of Cognitive Function

24. They have difficulty working with time limitations.

25. They tend to have difficulty in handling items related to time judgements.

26. They are poor in judging figure-ground relationships.

27. Their spatial organization of the visual field may be impaired.

28. They have memory disorders. Adults generally link past and present for children by calling to mind prior shared experiences. In lower-class homes they generally neglect to do this.

29. A combination of constriction in use of language and in shared activity with adults results in much less stimulation of early memory function.

30. The assignments that they receive at home tend to be motoric, short in time-span, and more likely to relate to very concrete objects. This is not attuned to school demands.

31. They usually experience a minimum of non-instructional conversation at home.

32. The lower-class home is not a verbally-oriented home. They, therefore, have little opportunity to hear concepts verbalized.

33. The ability to formulate questions is essential to data gathering in formulation of concepts of the world. Questions are not encouraged in their environment and are not responded to; therefore, this function does not mature.

34. They lack training in listening to a variety of verbal materials.

35. They lack an opportunity to observe high quality adult language use.

36. They learn inattention to sound because most of the talk they hear becomes "noise".

Factors of Cognitive Function

37. Lower class children tend to differ from middle class children in the definitions of common nouns. They give largely functional definitions. This is prominent at every age level.

38. One of the major differences between culturally deprived and non-culturally deprived children, is that the culturally deprived have a slower increase in use of formal (generic) responses and tend to use a high proportion of functional responses.

39. They are handicapped in anticipatory language skills, i.e., the correct anticipation of sequence of language and thought made possible by knowledge of context and syntactical regularities of a language.

40. They are probably maturationally ready for more complex language functioning then they have achieved.

41. Speech sequences in lower-class homes tend to be temporarily very limited and poorly structured syntactically.

42. They may have a deficit in language development in subject continuity.

43. They have more expressive language ability than generally emerges in the classroom.

44. They are at a disadvantage when precise and somewhat abstract language is required for the solution of a problem.

45. It is possible that the absence of well-structured routine and activity in the home is reflected in difficulty in structuring language.

46. Their language development often lags behind their perceptual development.

47. The deprived child may not have the following types of information: his name, address, city, rudimentary concept of number relationships, differences between near and far, high and low, etc.

48. They have a tendency to concrete rather than symbolic approaches to problem solving.

Factors of Cognitive Function

49. They lack training in experimenting with identifying objects and having corrective feedback.

50. Their reading abilities are affected by poor auditory and visual discrimination.

51. Their general level of responsiveness is dulled.

52. They often have difficulty with the verb form "to be".

53. Often they have difficulty with subject and verb agreement.

54. They tend to use action verbs.

55. Usually he has difficulty in defining, comparing, judging generalizing, etc.

56. He may have difficulty with auditory sequential memory.

57. A different perceptual disposition may be carried over into verbal expression, memory, concept formation, learning and problem solving.

58. There is a high level of undetected brain damage among disadvantaged youth due to poor pre-natal care.

59. His thought process is more often inductive rather than deductive.

60. He has often little or no understanding of rewards that are not tangible or situations that are not "felt."

C. Factors in Relation to Educational Values

1. There is no or very little interest in reading which is so valued by school. Reading is not valued or considered necessary in his environment.

2. He has not learned or been encouraged to concentrate, to persist in his studies, to have a long attention span. Teachers, therefore, often tend to term him stupid.

3. They have no feeling that economic position can be improved through effort and sacrifice.

Factors in Relation to Educational Values

4. They have no pressure to maintain a reputation for honesty, responsibility, and respectability.

5. They do not focus on individual advancement self-denial, and competent performance which leads to esteem for formal education, rationality, controlled and respectable behavior, hard work, all values of middle-class parents, schools, and children.

6. They have no severe standards against aggression. Control of behavior is seen to have little relevance to social success or job maintenance.

7. They are not considered as "good" as are middle-class students who have been taught to control anger, inhibit direct aggression.

8. Cultural values which impinge upon them in school are meaningless.

9. Facts of a changing economy (decrease in menial or manual jobs) seem remote and external to them.

10. They display hostility to teachers and school administrators because they represent authority figures. Any authority figures that he has known have imposed constraints and administered punishment.

11. They lack an understanding of middle-class teachers mode of operation: kindness is misinterpreted as weakness; results in a disorientation as to how they should act.

12. They are used to unsupervised play, little parental influence, etc. Therefore, rebellious to restrictiveness of school regulations.

13. Do not try to please teachers as a result of short term dependence on parents. They are not used to striving for parental approval.

14. They feel conflicts between personal interests, e.g. earning money, being with friends, wandering around, etc., and the goals and time demands of school.

Factors in Relation to Educational Values

15. They are used to a mother who maintains considerable social and emotional distance from her children. They feel threatened when a teacher does not maintain this distance.

16. They are used to a mother who desires unquestioned domination over him with suppressive forms of control. Do not understand the coaxing atmosphere of school and school officials.

17. They have fear and suspicion of school. This stems from feeling of their segment of society: disengagement, nonintergration, mistrust with respect to major institutions of the large society.

18. They have little desire to work for far-distant goals of a college education, etc., when know most of this is impossible. Result: lack of motivation.

19. They have even greater hostility toward school because their values and segment of society are threatened by school. They are aware of negative opinions the school has of them and their families. They know society looks down on "unmarried mothers".

20. Limited in terms of experience and gross knowledge as compared with middle-class students due to restricted environment. The result in school is failure after failure, increased sense of inferiority, a more negative self-image. His solution is to drop-out.

21. Their status among their family and friends is not dependent on academic achievement, often has the opposite effect. Physical force brings force.

22. They come from an environment that does not provide examples and models of social skills and work habits essential for success in school. The home does not teach initiative, creativity, and self-reliance -- qualities which are rewarded at school.

23. Their cognitive style is not geared to academic work. Failure is practically guaranteed.

24. Misunderstanding and alienation seem inevitable because initiation into sex comes early for disadvantaged youth. School officials may consider them "immoral" for such things.

Factors in Relation to Educational Values

25. When a school population is composed entirely of a single ethnic group, or ethnically mixed, but culturally disadvantaged group, we are not enough academically successful students to form a strong sub-group to withstand pressures of street gangs.

26. When the school population is mixed, a slum child is barred from social membership in the group of academically successful students and may find risk of identifying with its values too great.

27. They are generally unfamiliar with tools confronted in school due to scarcity of objects of all types, but especially of books, toys, puzzles, pencils, and scribbling paper, in their homes.

28. The home situation is ideal for disadvantaged youth to learn inattention. There is a minimum of constructive conversation and a maximum of non-instructional conversation directed toward the child, and most of it is in the background of confusion. Results: poor auditory discrimination, a skill very important to reading.

29. They have great difficulty in organizing response tempo to meet time limitations imposed by teachers. Middle-class teachers organize days by allowing certain amounts of time for each activity. The teacher may not realize that her view of time as life's governior may not be shared by all segments of society.

30. In disadvantaged homes, there is no setting of tasks for children, observing their performance, and rewarding of their completion is some way -- nor is their disapproval if he does not perform properly or when he leaves some thing unfinished. Much classroom organization is based on the assumption that children anticipate rewards for performance and will respond in these terms to tasks which are set for them.

31. The disadvantaged youth is not accustomed to using adults as a source for information, correction, reality testing as in problem solving, and for absorption of new knowledge. They have difficulty in relating to the teacher, therefore.

32. They are not prepared to question, or to demand clarification.

Factors in Relation to Educational Values

33. They do not come to school with verbal fluency which serves as a foundation for reading skills, and conceptual verbal activity. They have difficulty communicating with teachers.

34. They quickly lose interest in school if unsuccessful. This is due to weak ego development which they bring to school.

35. They have less deep-seated anxiety with respect to internalized needs for academic achievement and vocational prestige than middle-class children.

36. They may exhibit retarted academic growth as a result of actually having received poorer instruction and less instruction than other students. Slum schools have greater teacher turnover, more inexperienced teachers. This is also due to geographic mobility of low-income families.

37. They place greater stress on such values as money and tend to prefer agricultural, mechanical, domestic service, and clerical pursuits.

38. They make lower vocational interest scores in the literacy, esthetic, persuasive, scientific, and business areas than do middle class adolescents.

39. They learn inattention in the pre-school environment, and their level of responsiveness diminishes steadily. This is disasterous for structural learning situations in school.

40. They and their parents have no or little knowledge of the opportunities available in the middle and upper employment classifications. They have no way of learning incidentally or otherwise the basic skills, life style, and prerequisites for moving up the socio-economic ladder.

41. Parents and relatives most times feel it unbelievable that the child has potential or ability to raise above their own status in life; therefore, tend to reinforce whatever apathy already exists.

42. He seldom if ever gains status and recognition from peers for academic attainment and success.

Factors in Relation to Educational Values

43. Higher education, technical education, etc., are thought to be prohibitive because of costs and ability to succeed.

44. He has little appreciation for beauty in art, music, drama, etc., and has generally become accustomed to a disorganized cluttered personal environment.

45. He treasures items of immediate need and access to him.

46. He may have a warped personality and personality problems which stem from an inhospitable environment and make it impossible for him to function in a school environment.

47. The kinds of rewards the school gives have no meaning for him. He may feel just as well off without them.

48. He may conceive of his school and teachers as being of little worth or much less worth than other schools and other teachers (especially if they are segregated Negro schools or schools in depressed areas.)

49. He often gains status among peers and in the community if he is disobedient and defies school regulations and school authority.

50. The life style, language and values of the educated person is so different from that of the disadvantaged child that he feels completely out of place with a person who is so different from him. It seems impossible and inconceivably that the teacher could have anything in common with him or really care for him.

51. He has often little pride in the American heritage and does not feel in any way related to it.

52. American heroes, traditions, institutions, etc., provide little inspiration. He sees no way of emulating any of the great or even moderately successful men of the present or past.

53. He has usually had no help in evaluating his own potential ability and aptitude. He often has no realistic yardstick with which to measure his own personal resources.

54. He may show little respect for school property and even be destructive of it.

AN EVALUATION OF THE NORWALK OCCUPATIONAL TRAINING PROGRAM

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Purpose of the Evaluation

The evaluation of the Norwalk Occupational Training Program sought to determine the impact of the program upon students enrolled in the Center for Vocational Arts (CVA).

Anticipated Effects of the CVA Program

The CVA program was planned to help school-alienated youth prepare for productive lives in society. Specifically, the program attempted to provide these youth with experiences which would contribute to personality adjustment, educational adjustment, and occupational adjustment. Personality adjustment consisted of personal adjustment including self-concept and anxiety, and social adjustment including social behavior and attitude toward society. Educational adjustment encompassed scholastic aptitude; scholastic achievement including reading, listening, speaking, math, science, and social studies; study habits and skills; and attitude toward school. Occupational adjustment covered attitude toward work, occupational interests, work habits and vocational ability.

Rationale for the Anticipated Effects

The project population comes from homes which are economically, culturally and educationally deprived. The poor home situation contributes to poor performance in school, causing resentment toward teachers and toward the school.

This resentment plus the unsympathetic attitude of parents produces alienation and failure to adjust to self and to others.

The school serves to help the student prepare for a useful role in society. However, in a school where objectives and methods are geared to the needs of the typical, middle-class society, the limited interests, abilities and experiences of deprived youth are not adequate to permit them to achieve satisfactorily. Failure in school increases the deprived person's sense of adequacy. He thinks even less of himself, causing such undesirable behavior as withdrawal, passivity, dropout, and other kinds of failures to cope with his environment; or he turns to defenses against these negative self percepts such as displacement of aggression, development of negative attitudes toward society, delinquency proneness, and so forth. The result is alienation toward society, either active or passive.

In the normal, healthy scheme of things, the child progresses from life with family, to life in school, to life in the larger community including the world at work. Just as the healthy child uses positive experience at each level as a stepping stone to success at the next level to end up a well adjusted adult in the working world, so does the alienated child carry forward his failures and frustrations at each level to end up unemployable, unable to assume family responsibility, a burden on society, and even an enemy to society.

For the deprived segment of this country's population, the typical school serves to reinforce the sequence of events leading to these undesirable consequences. This project is an attempt to break the unfavorable cycle by developing educational and occupational skills in a setting of cultural and social values which are more acceptable to the group.

The new setting is one in which the various authority figures are much more respecting or understanding of social mores, norms and values of the students. The students will be judged against their own potential instead of middle-class values. They will be exposed to a shorter range, more attainable goal of job skills instead of the longer range, more remote goal of education. Education is not disregarded; it is placed within the context of the meaningful goal of job skills. In this context and in the setting of norms and values that are meaningful to this group, students can be expected to achieve more in the basic school subjects than they would in the regular school program.

The individualized relationship between students and teacher-counselor increases the likelihood of effective identification with socially acceptable authority figures, which is the most likely way of effecting positive changes in the various dimensions of personal-social adjustment.

Improved personal-social adjustment is important not only for itself but because such adjustment can affect one's interests and attitudes about work and the attainment of job skills. Occupational interests may be limited by personality deviations. For example, a person with a negative attitude toward others may reject jobs involving services to others as demeaning. His choice of jobs may be made on the basis of avoiding what he dislikes rather than on the basis of choosing what he likes. As personality deviations are reduced, interests may be expected to broaden and his choice of occupations may shift. Such shifts may be expected in persons whose initial occupational interests were affected by personality problems.

Attitude toward work can be expected to improve when a person finds an occupation in which he is truly interested and when he can relate in a healthy manner to his co-workers and to authority figures such as job supervisors. As mentioned earlier, individualized relationships and counseling procedures in this project should lead to improved personality adjustment. Where individuals were initially handicapped by deviations in personal-social adjustment, effective counseling which helps to overcome these personality problems should lead to an improvement in attitude toward work.

One of the main goals of this project is to educate and train school-alienated youth for employment in suitable occupations. It is to be expected that youth who receive such education and training will perform better on the job than youth who take jobs without such education and training. The bases for this belief are as follows.

a) There are certain understandings which underlie job performance. The youth in this project will acquire these understandings through training, and therefore should perform better than persons without such training.

b) Work attitude can affect job performance. Persons in the project are expected to improve in their attitude toward work, and therefore should perform better than persons whose work attitude has not been improved through such a program.

c) A person who is trained for a job should acquire skills faster than a person who starts a job without training. The difference in the time it takes to acquire skills may affect job success. The initial lack of success in a person without training may contribute to a lack of adjustment, then dissatisfaction, and eventually job failure. A person with job training avoids this undesirable experience and is more likely to succeed on the job.

d) Job success can be influenced by the level of achievement in certain basic subjects. For example, the ability to read and comprehend can affect one's ability to follow written job instructions. Improvement in understandings in the basic subjects should give the youth in this project an advantage in job performance over persons who do not receive such an education.

In summary, experiences leading to personal-social, educational and occupational adjustment should make it easier to acquire job skills, healthy attitudes toward work, home, community and society at large, thereby effecting at least a partial solution to the problems stemming from school alienation and the middle-class school orientation.

Procedures

In conducting the evaluation of the CVA program, decisions were made about the initial design of the study, a modified design, the subjects, choice of instruments, procedures for administering the instruments, and treatment of the data.

INITIAL DESIGN. Originally, an experimental design using equivalent groups was planned for the evaluation. The experimental subjects were to be tested when they entered the CVA program and again when they left the program. Control subjects who did not participate in the CVA program were to receive the pretests and posttests with approximately the same interval between tests. In addition to the pretests and posttests, continuous evaluation of the experimental and control subjects was to be carried out by means of case studies. The effectiveness of the CVA program was to be evaluated primarily by comparing the changes in the experimental group with changes in the control group, using the instruments selected for the project.

MODIFIED DESIGN. Two changes were made in the original design because of circumstances that could not be anticipated: (1) the timing of the posttest and (2) the use of controls.

Originally, students were scheduled to leave the CVA program at unspecified times depending upon individual rate of progress and were to be posttested when they left. However, it became necessary to administer the posttest to everyone who was in the program at the end of May 1967, whether or not he was ready to leave the program at that time. The majority of students had not completed the program and would have been excluded from the evaluation if the original evaluation design were followed. Also, students who left the program prior to May 1967 gave little or no advance notice, and were not available to be posttested. Consequently, they could not be included in the evaluation. The decision to change the timing of the posttest provided additional data with which to carry out the evaluation of the CVA program.

In the original design, control subjects were to be selected at random from among those eligible for the CVA program. However, the Norwalk school system encountered considerable pressure from parents who insisted their children be admitted, and the plan for a random selection of control subjects had to be discarded.

Toward the end of the second year of the project, several persons who were pretested at the start of the project but who had not entered the CVA were found to be still in school. Fifteen of these students were available for testing during the posttest period, and the data for these 15 persons were used as control data for the evaluation.

SUBJECTS. Students in junior and senior high school grades were selected for the CVA program on the basis of the following criteria:

1. Evidence of being a potential drop-out.
2. Interested in entering the CVA.
3. Absence of serious physical, mental, or emotional handicaps.
4. Evidence of motivation to work hard.
5. Absence of active court record.

Dropouts from the Norwalk school system also were eligible for the CVA program on the basis of criteria 2 through 5, above.

Students entered the CVA at intervals in line with a policy of "rolling" admissions and were to remain in the program an unspecified period of time until they attained an acceptable level of achievement. The initial group of students entered in October 1965 and groups of students continued to enter the program through the spring of 1967. However, those who entered the CVA after December 1966 were arbitrarily excluded from the evaluation on the basis that they would not have enough exposure to the program before the posttest in May 1967 to expect changes in the attributes assessed in the project.

As mentioned above, only 15 persons participated as controls, and the manner in which they became available raises a question about the usefulness of their data.

SELECTION OF INSTRUMENTS. Originally, a battery of 13 instruments was selected or devised for use in the project. Selection was based on relationship to CVA objectives and evidence of validity, reliability, and applicability to the students in the CVA program. This evidence was obtained from the literature including reviews published in Buros' Mental Measurements Yearbook, and from conferences with measurement specialists. Because instruments were not available in two areas, consultants were employed to develop a speaking test and an occupational adjustment rating scale.

When administered the first time, the original test battery was judged to be too long, creating distress and resentment among the students. The battery was reduced from 13 to 7 instruments by assigning a priority among the CVA program objectives and discarding 6 of the instruments considered most expendable in relation to these objectives.

The original battery of instruments and the attributes they measure are listed below. Those marked with an asterisk were the instruments retained for the evaluation.

Instruments	Attributes
Group Tests:	
* 1. California Study Methods Survey	School adjustment. Study habits & skills.
* 2. California Test of Personality	Personal and social adjustment.
3. IPAT Anxiety Scale	Anxiety level.
* 4. Lorge-Thorndike Intelligence Test (verbal & nonverbal)	Academic aptitude.
5. Brown-Carlsen Listening Comprehension Test	Ability, through listening, to comprehend ideas and to remember significant details.
6. STEP Science Test	Understandings in general science.

7. STEP Math Test	Understandings in general mathematics.
8. STEP Social Studies Test	Understandings in social studies.
* 9. California Reading Test	Reading vocabulary and reading comprehension.
10. Minnesota Vocational Interest Inventory	Occupational interests.
Individual Tests:	
*11. NYU Speaking Test	Clarity of speech in reading & conversing.
*12. Occupational Adjustment Rating Scale	Work attitude and occupational skills.
*13. Case Study	Self concept, social behavior, attitude toward society, school adjustment, & work attitude.

ADMINISTRATION OF INSTRUMENTS. Except for the case study and the Occupational Adjustment Rating Scale, all instruments were to be administered when the students entered the CVA program and readministered when they left the program. However, the pretesting did not always coincide with entrance into the program, and the timing of the pretest became the basis for identifying four groups of subjects, as follows:

Group I - Students who were pretested in February March or April, 1966 and entered the CVA program between October, 1965 and June, 1966. A relatively small number of students entered the CVA prior to February, but could not be pretested at the time of entrance because preparations for the pretest were incomplete. The balance of students were admitted at intervals throughout the spring of 1966 rather than at the time of the February pretest, mainly because of the initial limited capacity of the program. The bulk of pretesting for group I took place in February, but smaller groups were pretested at intervals in the spring.

Group II - Students who were initially pretested in February 1966 but were admitted to the CVA program between September and December, 1966. Again, the limited capacity of the CVA program in its first year prevented these students from entering earlier. Because of the interval between pretest and admission, it was decided to administer a second pretest to this group in December 1966.

Group III - Students who were initially pretested in December 1966 and were admitted to the CVA program between September and December, 1966. This fall pretest was delayed while the test battery underwent further study and reduction in size.

Group IV - Students who entered the CVA program after December 1966. Group IV was excluded from the evaluation on the basis of insufficient time for the program to have an impact.

The case study for each student was started with an intake interview by a CVA counselor. Thereafter, each student's counselor maintained close contact with the student and added information to the case study at regular intervals.

The Occupational Adjustment Rating Scale was administered three times at approximately three-month intervals.

As mentioned earlier, very few persons had been posttested by May 1967 and in order to provide data for the evaluation, students were posttested at the end of May whether or not they were ready to leave the program.

The pretests and posttests were administered to the CVA students by counselors in the CVA program, one of whom was assigned the responsibility to organize and supervise the testing. In preparation, the test examiners were given a detailed orientation to familiarize them with the administrative arrangements (room space, seating, scheduling, etc.), the organization for testing (test materials, use of answer sheets, proctoring, etc.), and the procedures for administering each test. Precautions were taken to administer each test according to instructions published in the test manual in order to minimize random variations in test performance. The persons handling the testing sessions distributed the testing materials, reviewed the testing procedures, answered questions, started the groups, proctored the sessions, and collected the testing materials at the end of the sessions.

The CVA students were scheduled individually for the NYU Speaking test which also was administered by the test examiners. The Occupational Adjustment Rating Scale was administered individually by the shop instructors in the absence of the students.

In June 1967, the CVA counselors arranged for the students in work-study jobs to be evaluated by their employers, using the Occupational Adjustment Rating Scale. It was hoped that these employers also would be willing to evaluate other employees in comparable jobs who had not had CVA training, but the efforts of the CVA counselors to get these additional ratings were unsuccessful. These additional ratings would have been useful as control data against which to compare the employer ratings of the CVA youth.

A General information form was completed for each CVA student on which was recorded such information as vocational specialization, length of time in the CVA, age, grade level, absentee rate, and so forth for use in studying factors related to outcomes of the CVA program.

The 15 Norwalk students who were used as control subjects were tested in the same manner as for the CVA students. They were among those originally tested in February 1966 but not admitted to the CVA program. The control subjects were posttested at the end of May 1967 by a measurement specialist from New York University and an assistant, both of whom were provided with the same careful orientation to the testing program described previously for the CVA test personnel. These testers administered all of the group tests and the NYU Speaking Test. The Occupational Adjustment Rating Scale was not administered since the controls did not receive occupational training. Case studies for the control subjects were compiled by a guidance specialist from outside the Norwalk school system. Through the cooperation of the schools, case study data were obtained from the records in the guidance offices, and from interviews with the guidance directors and school nurses.

TREATMENT OF THE DATA. For the four objective tests, the students recorded their answers on machine-scoring answer sheets which were processed by commercial scoring services. The California Study Methods Survey and the California Test of Personality were scored in percentiles, the California Reading Test was scored as grade placement (e.g. a score of 9.5 means reading at the 5th month of the 9th grade), and the Lorge-Thorndike Intelligence Tests were scored as I.Q's. For the NYU Speaking Test, speech arts specialists listened to the taped voices of the students and rated their speech according to the scale developed for this test. Speech scores were computed as the sum of the ratings. For the Occupational Adjustment Rating Scale, the CVA shop instructors rated the students according to the scale developed for this test and scores were computed as the average of the ratings. The method of preparing the case studies is described in a separate report prepared by Siegel, Talle and Wilkins.

The data were analyzed for information about the background of the CVA students and the effects of the CVA program. Gains in performance from pretest to posttest were computed for the CVA students and controls, and these data for the two groups were compared. To determine whether some subgroups of

CVA students might show more change than other subgroups, data on such factors as age, sex, absentee rate, and I.Q. were related to performance in the CVA program. Finally, a content analysis was made of the responses of the CVA students to an attitudinal questionnaire concerning their feelings about the CVA program.

Results

The evaluation of the CVA program was intended to provide the following information:

1. Effects of the CVA program.
2. Factors related to changes in performance in the CVA program.
3. Relationships with on-the-job performance.
4. Attitudes of CVA students toward the CVA program.
5. Characteristics of the CVA students.
6. Relationships of results to the case study findings.

EFFECTS OF THE CVA PROGRAM. In an experimental design, the effectiveness of a program may be evaluated by determining whether the experimental group changes significantly more than the controls. Control data serve to separate the program effects from unwanted extraneous effects that result from such influences as the normal growth of subjects, the effects of an initial test experience upon the scores of a second testing, and various specific events which may affect performance but which are unrelated to the experimental program such as experiences in the home, church, and social agencies and contacts with peer groups.

Table 1 shows that the CVA students improved significantly[1] more than the controls in only one of thirteen criterion measures, the vocabulary section of the California Reading Test. The CVA group improved their vocabulary from an average grade placement of 7.4 in the pretest to 8.3 in the posttest, an increase of nine months, while the controls were increasing an average of approximately one month during the same period of time.

While none of the other comparisons reached the numerical point of statistical significance, the CVA students did show some superiority over the controls. In particular, the CVA students showed an impressive gain over the control subjects in the California Study Methods I score, which is a measure of school adjustment. The gain of 25 percentage points which is 12 points more than that gained by the controls is of interest because of the hoped-for effects of a close relationship between students and teacher-counselors (see rationale for anticipated effects). However, these data do not constitute statistical evidence of an effect of the CVA program upon school adjustment. On the other hand, the data do not rule out the possibility that a significant school adjustment had occurred.

It would be misleading to attempt to draw any conclusions from the data in Table 1 concerning the effectiveness of the CVA program, for at least two reasons.

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[1] All significance tests are interpreted at the 5 percent level.

TABLE 1

COMPARISON OF CONTROL AND EXPERIMENTAL SUBJECTS

Variable	Group	N	Means		Gain	Difference Between Gains	$SE_{\text{Difference Between Gains}}$	t
			Pretest	Posttest				
Calif. Study Methods I	Experimental Control	34 14	19.55 17.43	44.23 30.36	24.68 12.93	11.75	9.62	1.22
Calif. Study Methods II	Experimental Control	34 14	21.00 16.79	19.53 23.08	-1.47 6.29	-7.76	7.99	.97
Calif. Study Methods III	Experimental Control	34 14	33.03 21.93	39.30 24.79	6.27 2.86	3.41	6.75	.51
Calif. Study Methods-Total	Experimental Control	34 14	18.47 13.00	30.26 20.64	11.79 7.64	4.15	7.80	.53
Calif. Test of Personality Personality Adjustment	Experimental Control	34 14	31.21 34.29	39.12 39.29	7.91 5.00	2.91	7.93	.37
Calif. Test of Personality Social Adjustment	Experimental Control	34 14	19.35 20.64	24.64 34.43	5.29 13.79	-8.50	6.56	1.30
Calif. Test of Personality Total Adjustment	Experimental Control	34 14	24.47 26.07	30.68 35.36	6.21 9.29	-3.08	6.72	.46
Calif. Reading Test Vocabulary	Experimental Control	9 13	73.78* 87.50	82.67 88.27	8.89 .77	8.12	3.64	2.23(sig.)
Calif. Reading Test Comprehension	Experimental Control	8 13	70.50 84.36	68.25 85.82	-2.25 1.46	-3.71	2.95	1.26
Calif. Reading Test-Total	Experimental Control	7 13	71.71 86.14	75.71 87.14	4.00 1.00	3.00	2.75	1.09
Lorge-Thorndike-Verbal	Experimental Control	39 14	80.77 89.64	82.10 89.43	1.33 -.21	1.54	2.16	.72
Lorge-Thorndike-Nonverbal	Experimental Control	36 14	84.45 90.21	86.53 94.00	2.08 3.79	-1.71	3.26	.52
Lorge-Thorndike-Total	Experimental Control	36 14	82.92 84.43	85.09 91.00	2.17 6.57	-4.40	3.50	1.26

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[*] The grade placement reading scores were processed in the computer analysis with the decimal point omitted (7.4 for a subject became 74). To transform the reading test scores back to grade placement, shift the decimal point one unit to the left (73.78 becomes 7.4).

First, as mentioned earlier the initial plan for selecting a control group had to be abandoned, and the control subjects used in the study were simply those still in school at the end of the second year of the project. Most of the original group who were pretested but not admitted to CVA had left school for a variety of reasons.

Those who did not leave, including the 15 controls, might have stayed in school for reasons that made them different from the students admitted to the CVA. These reasons could become selective factors that cause the controls and experimental students to respond differently to their experiences over the span of the project. If so, control would be diminished or lost and differences or the lack of differences between control and CVA students would defy interpretation.

Second, the large variations among students contributed to an increase in the error term used in the statistical test of significance, and decreased the liklihood of demonstrating significant effects of the CVA, even if they had existed. Although the reasons for these large variations are unknown, the test examiners had pointed out from time to time their concern about distractions such as interruptions during testing, background noises from the operation of vocational shops, the discomfort of desks which were too low, and the temptation to look at objects in the rooms such as aquariums, toys, coffee making machines, or other students in close proximity. Such conditions could easily affect a student's performance and increase the variability of scores.

Originally, the control and CVA students were to be compared using a simple analysis of covariance, in which performance in the criterion measures were to be adjusted for differences between the two groups in initial test performance, initial reading level and initial I.Q. The effect of control on these sources of variation between groups would be to reduce the size of the error term in the test of significance. Unfortunately, the covariance analysis had to be abandoned when it was found that the number of subjects for whom complete data were available was too small to be of use. The problem of missing data reflects a difficulty in conducting evaluations involving school-alienated youth. Many of these youngsters purposely stayed away from the testing sessions, and from repeatedly-scheduled makeups. Others filled out the answer sheet incorrectly and their data had to be discarded.

The CVA data in Table 1 represent groups I and II, both of whom took the pretest in February 1966. Group III, which was pretested in December 1966, was omitted so that the CVA data would cover approximately the same interval of time between pretest and posttest as for the control subjects.

FACTORS RELATED TO CHANGES IN PERFORMANCE IN THE CVA PROGRAM. Tables 2-4 provide some information about factors that may modify the impact of the CVA program.

In Table 2, students below the median age are compared with students above median age. Table 3 compares below-median with above-median absentee rate prior to entrance into the CVA. In Table 4, boys are compared with girls.

The t's in the last column on the right side of each table show that, test by test, the program does not appear to be more effective for one age than another, for one absentee rate than another, nor for one sex than another. None of the t's are statistically significant. However, when the results are inspected for all of the tests as a group, students with lower absentee rates have almost consistently higher gains from pretest to posttest than do students with higher absentee rates (Table 3). Also, boys gain more than girls for 10 out of 13 measurements (Table 4). In age, however, the advantage in test performance appears to be divided equally between younger and older students. These impressions were submitted to White's test for the difference between sets of measurements. White's test makes use of ranking methods without the necessity of making any assumptions about the form of distribution of the measurements. The results are presented in Table 5. Absentee rate prior to entering CVA was found to be a significant factor in the amount of gain shown for the 13 test variables, while age at entrance to CVA and sex of the students were not significant. Significance is established when either T or T'

TABLE 2

RELATIONSHIP OF GAIN SCORES TO AGE AT TIME OF ENTERING CVA

Variable	Subgroup	N	Means Pretest	Means Posttest	Gains	Difference Between Gains	$SE_{\text{Difference}}$ Between Gains	t
Calif. Study Methods I	Below-median	14	18.93	46.43	27.50	4.80	10.91	.44
	Above-median	20	20.05	42.75	22.70			
Calif. Study Methods II	Below-median	14	24.36	22.78	-1.57	.17	9.39	.02
	Above-median	20	18.65	17.25	-1.40			
Calif. Study Methods III	Below-median	14	36.93	47.50	10.57	7.32	7.21	1.02
	Above-median	20	30.30	33.55	3.25			
Calif. Study Methods-Total	Below-median	14	20.71	36.00	15.29	5.94	8.83	.67
	Above-median	20	16.90	26.25	9.35			
Calif. Test of Personality Personality Adjustment	Below-median	15	28.53	39.53	11.00	5.53	8.90	.62
	Above-median	19	33.32	38.79	5.47			
Calif. Test of Personality Social Adjustment	Below-median	15	18.73	28.13	9.40	7.35	7.26	1.01
	Above-median	19	19.84	21.89	2.05			
Calif. Test of Personality Total Adjustment	Below-median	15	24.20	33.07	8.87	4.76	7.74	.62
	Above-median	19	24.68	28.79	4.11			
Lorge-Thorndike-Verbal	Below-median	17	77.65	77.59	-.06	-2.47	2.15	1.15
	Above-median	22	83.18	85.59	2.41			
Lorge-Thorndike-Nonverbal	Below-median	16	80.38	80.19	-.19	-4.09	3.45	1.19
	Above-median	20	87.70	91.60	3.90			
Lorge-Thorndike-Total	Below-median	16	78.69	80.06	1.38	-1.42	1.64	.87
	Above-median	20	86.30	89.10	2.80			
Occupational Adjustment Scale General	Below-median	35	30.60	28.66	-1.94	-4.91	2.04	2.42(sig.)
	Above-median	34	31.41	34.38	2.97			
Occupational Adjustment Scale Occupational Ability	Below-median	29	25.48	26.03	.55	-1.39	2.01	.69
	Above-median	31	27.29	29.23	1.94			
Occupational Adjustment Scale Total Adjustment	Below-median	29	28.31	28.41	.10	-1.93	1.73	1.11
	Above-median	31	29.81	31.84	2.03			
Calif. Reading Test				Insufficient Data				
N.Y.U. Speech Test				Insufficient Data				

TABLE 3

RELATIONSHIP OF GAIN SCORES TO ABSENTEE RATE PRIOR TO CVA

Variable	Subgroup	N	Means			Difference Between Gains	$SE_{\text{Difference Between Gains}}$	t
			Pretest	Posttest	Gains			
Calif. Study Methods I	Below-median	11	24.36	47.73	23.36	5.59	13.49	.42
	Above-median	13	22.62	40.39	17.77			
Calif. Study Methods II	Below-median	11	23.82	25.91	2.09	10.17	10.21	1.00
	Above-median	13	20.77	12.69	-8.08			
Calif. Study Methods III	Below-median	11	40.55	52.73	12.18	10.03	7.79	1.29
	Above-median	13	20.92	23.08	2.15			
Calif. Study Methods-Total	Below-median	11	23.82	37.00	13.18	9.64	9.86	.98
	Above-median	13	17.23	20.77	3.54			
Calif. Test of Personality Personality Adjustment	Below-median	11	30.73	51.91	21.18	21.87	11.21	1.95
	Above-median	13	33.54	32.85	-.69			
Calif. Test of Personality Social Adjustment	Below-median	11	15.27	24.73	9.46	6.69	9.53	.70
	Above-median	13	20.39	23.15	2.77			
Calif. Test of Personality Total Adjustment	Below-median	11	22.55	35.55	13.00	11.85	10.25	1.16
	Above-median	13	26.31	27.46	1.15			
Lorge-Thorndike-Verbal	Below-median	14	77.07	77.93	.86	.72	2.38	.30
	Above-median	14	84.86	85.00	.14			
Lorge-Thorndike-Nonverbal	Below-median	12	85.75	88.92	3.17	.09	2.67	.03
	Above-median	13	85.15	88.23	3.08			
Lorge-Thorndike-Total	Below-median	12	81.58	83.83	2.25	1.25	1.99	.63
	Above-median	13	85.39	86.39	1.00			
Occupational Adjustment Scale General	Below-median	29	30.00	29.48	-.52	-1.71	2.30	.75
	Above-median	26	32.85	34.04	1.19			
Occupational Adjustment Scale Occupational Ability	Below-median	25	24.44	26.20	1.76	.63	2.22	.28
	Above-median	23	30.39	31.52	1.13			
Occupational Adjustment Scale Total Adjustment	Below-median	25	26.96	29.00	2.04	.74	1.86	.40
	Above-median	23	31.91	33.22	1.30			
Calif. Reading Test			Insufficient Data					
N.Y.U. Speech Test			Insufficient Data					

TABLE 4

RELATIONSHIP OF GAIN SCORES TO THE SEX OF THE STUDENT

Variable	Sub-group	N	Pretest	Posttest	Gains	Difference Between Gains	$SE_{\text{Difference Between Gains}}$	t
Calif. Study Methods I	Male	22	18.23	41.36	23.14	-4.36	11.24	.39
	Female	12	22.08	49.58	27.50			
Calif. Study Methods II	Male	22	16.00	15.68	-.32	3.26	9.66	.34
	Female	12	30.16	26.58	-3.58			
Calif. Study Methods III	Male	22	24.91	31.41	6.50	.67	7.55	.09
	Female	12	47.92	53.75	5.83			
Calif. Study Methods-Total	Male	22	13.91	25.32	11.41	-1.09	9.15	.12
	Female	12	26.83	39.33	12.50			
Calif. Test of Personality-Personality Adjustment	Male	23	32.13	41.17	9.04	3.49	9.49	.37
	Female	11	29.27	34.82	5.55			
Calif. Test of Personality-Social Adjustment	Male	23	19.44	23.52	4.09	-3.73	7.80	.48
	Female	11	19.18	27.00	7.82			
Calif. Test of Personality-Total Adjustment	Male	23	24.96	30.30	5.35	-2.65	8.25	.32
	Female	11	23.46	31.46	8.00			
Lorge-Thorndike-Verbal	Male	28	81.25	82.89	1.64	1.10	2.40	.46
	Female	11	79.55	80.09	.54			
Lorge-Thorndike-Nonverbal	Male	26	87.85	90.23	2.38	1.08	3.90	.28
	Female	10	75.60	76.90	1.30			
Lorge-Thorndike-Total	Male	26	85.19	87.65	2.46	1.06	1.83	.58
	Female	10	77.00	78.40	1.40			
Occupational Adjustment Scale-General	Male	48	31.25	32.33	1.08	1.99	2.29	.87
	Female	21	30.43	29.52	-.91			
Occupational Adjustment Scale-Occupational Ability	Male	45	26.00	28.07	2.07	3.20	2.30	1.39
	Female	15	27.67	26.53	-1.13			
Occupational Adjustment Scale-Total	Male	45	29.73	30.95	1.22	.49	2.02	.24
	Female	15	27.13	27.86	.73			
Calif. Reading Test			Insufficient Data					
NYU Speech Test			Insufficient Data					

TABLE 5

RANK ORDER OF AVERAGE GAINS FROM PRETEST TO POSTTEST FOR 13 TEST VARIABLES WHEN STUDENTS ARE GROUPED BY SELECTED FACTORS

Variables	Absentee Rate Prior to CVA		Age at Entrance to CVA		Sex of Student	
	Below Median	Above Median	Below Median	Above Median	Male	Female
Calif. Study Methods I	1	3	1	2	2	1
Calif. Study Methods II	14	26	25	24	23	26
Calif. Study Methods III	6	13	5	12	8	9
Calif. Study Methods-Total	4	8	3	7	4	3
Calif. Test of Personality-Personality Adjustment	2	25	4	9	5	10
Calif. Test of Personality-Social Adjustment	7	11	6	16	12	7
Calif. Test of Personality-Total	5	19	8	10	11	6
Lorge-Thorndike-Verbal	22	23	22	15	16	22
Lorge-Thorndike-Nonverbal	9	10	23	11	14	18
Lorge-Thorndike-Total	12	21	19	14	13	17
Occupational Adjustment Scale-General	24	18	26	13	20	24
Occupational Adjustment Scale-Occupational Ability	16	20	20	18	15	25
Occupational Adjustment Scale-Total	15	17	21	17	19	21
	T = 137(sig.)		T = 168(NS)		T = 162(NS)	
	T'= $n_1(n_1+1)$ - T		T'= 13(14) - 168		T'= 13(14) - 162	
	= 13(14) - 137		= 183		= 189	
	= 214					

is found to be equal to or less than the appropriate value in the probability table for T and T'. To be significant at the 5 percent level for 13 pairs of data, T or T' must be 137 or less.

These findings may have implications for future evaluations of training programs for alienated youth. In looking for evidence of the program's effectiveness, analyses should be made of subgroups since ~~it~~ is possible that the program may be more effective for one subgroup such as students with low absentee rates than for another subgroup such as students with high absentee rates. In the present evaluation, a comparison of dropouts vs. potential dropouts was possible but was not made because of excessive missing data.

RELATIONSHIPS WITH ON-THE-JOB PERFORMANCE. As mentioned earlier, CVA students who worked in jobs as part of the work-study program were rated by their employers using the Occupational Adjustment Rating Scale. Control data were sought in the form of employer ratings of youth in similar jobs who did not attend the CVA, but these data could not be obtained. Instead of comparing CVA and control data, relationships were computed between the employer ratings of CVA youth and their scores on the test battery used in the project. The resulting correlation coefficients are shown in Tables 6 and 7.

Table 6 shows correlations between employer occupational ratings and the pretest scores on the test battery for groups I and II combined. Significant correlations with employer ratings were found for the vocabulary section of the California Reading Test, for the NYU Speech Test, and for ratings by CVA shop instructors using the Occupational Adjustment Rating Scale.

The correlations between employers' ratings and the reading test show that the ability to understand words (vocabulary) is more predictive of job success than is reading comprehension. These results raise a question about the relative importance of reading and speaking on the job. While knowledge of vocabulary can help in speaking as much as in reading, reading comprehension helps only with reading.

If speaking is important to job success, the correlations between scores on the speaking test and employer ratings should reflect this importance, and they do to some extent. The highest correlations in Table 6 are between employer ratings and scores on the NYU Speaking Test. These results would make it meaningful to hypothesize that speaking skills contribute to success in job training, and that an emphasis upon speech in vocational training would increase a person's chances of job success. The correlations in Table 6 would not be useful in testing these hypotheses since correlations generally may not be used to infer cause and effect.

TABLE 6

RELATIONSHIP BETWEEN EMPLOYER OCCUPATIONAL RATINGS AND INITIAL SCORES(PRETEST) ON THE TEST BATTERY
(Groups I and II Combined)

Test Battery	Employer Occupational Ratings					
	General		Occupational Ability		Total	
	r	n	r	n	r	n
Calif. Study Methods I	.30	32	-.13	30	-.25	30
Calif. Study Methods II	.05	32	.10	30	.12	30
Calif. Study Methods III	-.05	32	-.07	30	-.09	30
Calif. Study Methods-Total	-.07	32	.03	30	-.03	30
Calif. Test of Personality-Personality Adjustment	.03	33	.02	31	.00	31
Calif. Test of Personality-Social Adjustment	.09	33	-.01	31	.03	31
Calif. Test of Personality-Total	.01	33	-.01	31	-.02	31
Calif. Reading Test-Vocabulary	.32	32	.46*	30	.37*	30
Calif. Reading Test-Comprehension	.02	30	.05	28	.00	28
Calif. Reading Test-Total	.08	29	.28	27	.14	27
Lorge-Thorndike-Verbal	.12	30	-.24	28	.18	28
Lorge-Thorndike-Nonverbal	-.03	31	.11	29	.06	29
Lorge-Thorndike-Total	.04	30	.18	28	.12	28
NYU Speech Test-Reading	.55*	39	.51*	35	.46*	35
NYU Speech Test-Conversation	.55*	39	.55*	35	.47*	35
NYU Speech Test-Total	.40*	39	.35*	35	.32	35
Occupational Adjustment Scale-General	.27*	88	.25*	80	.25*	80
Occupational Adjustment Scale-Occupational Ability	.29*	84	.38*	76	.34*	76
Occupational Adjustment Scale-Total	-.13	84	-.10	76	-.07	76

*Significant at the 5 percent level.

However, in future evaluations of occupational training programs, it might be worthwhile to design an experiment in which the effects of speech training upon job success could be assessed.

The correlations between the CVA shop instructors' ratings and the employers' ratings were low but significant for the two parts of the rating scale (general and occupational ability) but were not significant for the total score on the scale. It should be noted that these correlations reflect the initial rating by the CVA shop instructors early in the vocational training while the employers' ratings were made at the end of the second year. Because the students were rated at different times by the shop instructors and the employers, no inferences can be made about the consistency with which they rated the same individuals.

In inspecting the low correlations in Table 6, of particular interest is the lack of correlation between employers' ratings and study methods (including attitude toward school as measured by part I of the Study Methods Survey), personality, reading comprehension, and intelligence. These correlations would suggest that persons entering the program with low scores in these attributes have as much chance to succeed on the job as persons with more positive attributes.

Table 7 shows correlations between employer occupational ratings and the posttest scores on the test battery. Unlike the correlations involving the pretest data, the posttest scores that measure school adjustment (California Study Methods Survey I), personality adjustment, both personal and social, (California Test of Personality), and reading comprehension (California Reading Test) correlate significantly with the employers' ratings. These data can be interpreted to mean that among the students who went through the CVA program, there was some tendency for those with higher scores in personality, school adjustment and reading comprehension to also receive the higher occupation ratings by their employers. These results do not mean that some students performed better on the job than others because of the beneficial effects of the CVA program upon their personal, social, and school adjustment. However, in view of the significant correlations, it would be plausible to hypothesize such a beneficial effect and plan an evaluation design in the future that permits the hypothesis to be tested.

The significant correlations between the occupational adjustment ratings of the CVA shop instructors and the job employers are not surprising since both the shop instructors and employers were rating the same persons on the same qualities at the same time. However, the correlations were higher for the general part of the rating scale than for the

TABLE 7

RELATIONSHIP BETWEEN EMPLOYER OCCUPATIONAL RATINGS AND FINAL SCORES (POSTTEST) ON THE TEST BATTERY
(Groups I and II Combined)

Test Battery	Employer Occupational Ratings					
	General		Occupational Ability		Total	
	r	n	r	n	r	n
Calif. Study Methods I	.33*	76	.43*	71	.39*	71
Calif. Study Methods II	.11	75	.24*	70	.17	70
Calif. Study Methods III	.03	74	.17	69	.08	69
Calif. Study Methods-Total	.21	74	.35*	69	.27*	69
Calif. Test of Personality-Personality Adjustment	.28*	71	.26*	66	.25*	66
Calif. Test of Personality-Social Adjustment	.26*	70	.26*	65	.26*	65
Calif. Test of Personality-Total	.30*	70	.30*	65	.29*	65
Calif. Reading Test-Vocabulary	.14	25	.17	24	.19	24
Calif. Reading Test-Comprehension	.38*	25	.40*	24	.43*	24
Calif. Reading Test-Total	.23	24	.21	23	.25	23
Lorge-Thorndike-Verbal	.09	89	-.04	82	.04	82
Lorge-Thorndike-Nonverbal	.08	84	-.06	78	.02	78
Lorge-Thorndike-Total	.09	83	-.06	77	.03	77
NYU Speech Test-Reading	.17	67	.20	61	.17	61
NYU Speech Test-Conversation	.19	47	.21	42	.14	42
NYU Speech Test-Total	.18	46	.19	41	.15	41
Occupational Adjustment Scale-General	.41*	91	.34*	83	.38*	83
Occupational Adjustment Scale-Occupational Ability	.19	84	.16	77	.23*	77
Occupational Adjustment Scale-Total	.41*	83	.32*	76	.38*	76

*Significant at the 5 percent level.

occupational abilities part. The former reflects the student's attitude toward work while the latter is a measure of the student's occupational skill. These relationships suggest that the CVA shop instructors and the employers are more consistent in recognizing the quality of the students' attitudes toward work than in judging the occupational skills of these youths. Although only speculative, it is possible that the skills needed in their jobs away from the CVA were somewhat different from the tasks on which the students were rated in the CVA. If so, the CVA instructors and employers might be consistent, but merely rating different abilities. Attitude toward work appears to be a fairly general quality, and therefore might be less expected to differ between the CVA shop and the job away from the CVA.

ATTITUDES OF CVA STUDENTS TOWARD THE CVA PROGRAM. Near the end of the second year of the CVA program, the students were given the chance to indicate how they felt about their experiences in the CVA. Table 8 shows the students' responses to a 5-point attitude scale. Their satisfaction with the program can be seen in the right-hand column where 84 percent of the group indicated they were pleased with the program. Only 6 percent expressed disappointment in the program. The other 10 percent were uncertain of their feelings about the program.

Table 9 provides some information about factors related to the students' attitude toward the CVA.

TABLE 8

ATTITUDES TOWARD CVA PROGRAM

Attitude	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Very Pleased	20	48	4	25	10	35	34	39
Pleased	17	40	9	56	13	45	39	45
Not Sure	3	7	1	6	5	17	9	10
Disappointed	2	5	1	6	0	--	3	4
Very Disappointed	0	--	1	6	1	3	2	2
	42		16		29		87	

TABLE 9

RELATIONSHIP OF ATTITUDES TOWARD CVA TO SELECTED FACTORS

	Absentee Rate in CVA		
Attitudes	Below-Median	Above-Median	
Very Pleased	15	7	N = 49 DF = 3 X^2 = 3.62 (NS)
Pleased	16	4	
Not Sure	2	2	
Disappointed	1	2	
	Employer Occupational Rating		
Very Pleased	4	9	N = 37 DF = 3 X^2 = 8.63 (sig.)
Pleased	7	11	
Not Sure	3	0	
Disappointed	3	0	
	Absentee Rate Prior to CVA		
Very Pleased	7	12	N = 42 DF = 3 X^2 = 1.88 (NS)
Pleased	10	9	
Not Sure	0	1	
Disappointed	1	2	
	Age at Entrance to CVA		
Very Pleased	7	17	N = 57 DF = 3 X^2 = 3.67 (NS)
Pleased	12	14	
Not Sure	3	1	
Disappointed	1	2	

TABLE 9 Continued

	Sex		
Attitudes	Male	Female	
Very Pleased	15	9	N = 58 DF = 3 X^2 = 4.14 (NS)
Pleased	22	4	
Not Sure	3	1	
Disappointed	2	2	

	School Classification		
	Dropout	Potential Dropout	
Very Pleased	5	16	N = 52 DF = 3 X^2 = 1.02 (NS)
Pleased	3	20	
Not Sure	1	3	
Disappointed	1	3	

	Length of Time in CVA		
	Below-Median	Above-Median	
Very Pleased	13	11	N = 59 DF = 3 X^2 = 2.56 (NS)
Pleased	10	16	
Not Sure	2	2	
Disappointed	1	4	

	Job Placement		
	Not Placed	Placed	
Very Pleased	6	19	N = 57 DF = 3 X^2 = 3.23 (NS)
Pleased	2	23	
Not Sure	1	3	
Disappointed	0	3	

Attitude responses were compared for students above and below the median for the following factors: Absentee rate prior to CVA, absentee rate in CVA, employer occupational rating, length of time in CVA, and age at entrance into CVA. Comparisons of attitudes were also made between students placed in jobs vs. students not placed in jobs, males vs. females, and dropouts vs. potential dropouts. As can be seen in the table, only one factor, the employer occupational ratings, was significantly related to attitude. Students with higher employer ratings were more pleased with the CVA program than those with lower employer ratings. It is reasonable to expect that persons who are satisfied will put forth more effort than those who are dissatisfied, and the relationship between attitude and employer ratings shown in Table 9 is consistent with this expectation.

Tables 10-15 show what the students expected from the CVA program, and what they liked and didn't like about the program. On the question of what was expected from the CVA program (Table 10), the first four responses in order of frequency had to do with education or training and the fifth response had to do with employment. The remaining responses could be labeled "trying to get ahead." Clearly, the CVA students were interested in their futures and they hoped that education and job training would help them get ahead.

TABLE 10

DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT SHOULD STUDENTS GET OUT OF THE CVA PROGRAM?

Rank	Response	N
1	High School Diploma	42
2	Vocational Job Training	32
3	Education	22
4	Vocational Certificate	20
5	A Job or Trade	16
6	Everything They Want	7
7	Better Life and Future	5
8	Learn to be Responsible	3
9	More Than They are Getting	1
	No Answer	9

In Table 11 the students indicated what they liked most about the CVA program. Most frequently, they liked the teachers and the way they (the students) were treated by them, the shops and machines, and the conditions under which the program was run such as freedom, not too many rules, coffee and smoking breaks, and the flexible scheduling. The nice things that happened in the CVA (Table 12) paralleled the information shown in Table 11.

Given a chance to complain about the CVA program (Tables 13 and 14) they said most frequently that there was nothing they disliked about the CVA and nothing about the CVA program made them mad. This response is a tribute to the efforts of the CVA staff. It is interesting to note that the things the students liked the most, in particular the teachers and the shops and equipment, were the things the students were inclined to complain about. They wanted more tools, and equipment that would work. Arguments with the teachers made them mad more than anything else. What appears to be a contradiction might be merely an expression of liking to work with teachers and with machines, and being unhappy when they didn't get along with the teachers or when the machinery didn't work.

When asked for suggestions on how to improve the CVA program (Table 15), the students again called attention to the shops and shop equipment. Of equal concern to the students was their recommendation that more attention be paid to sports and recreation.

TABLE 11

DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT DO YOU LIKE MOST ABOUT THE CVA?

Rank	Response	N
1	The Teachers	27
2	Teachers Don't Push; You Work at Your Own Speed	22
3	The Shops and Machines	19
4	Not Many Rules; Freedom	17
5	Coffee and Smoking Breaks	12
6	Short, Flexible Hours	11
7.5	Teaching Methods	7
7.5	Learning to Get a Job	7
9.5	The School	5
9.5	Learning What You Want	5
11	Work and Go to School at the Same Time	4
12	Everything in General	3
13	Don't Know	2
14.5	The Students	1
14.5	Trips	1
	No Answer	14

TABLE 12

DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT HAPPENED TO YOU IN THE CVA THAT WAS NICE?

Rank	Responses	N
1	Nothing; Don't Know	22
2	Became Interested in School	11
3	Learned What I Wanted to Learn	10
4	Found a Job	9
6	Meeting Friends	6
6	Learned About Cars	6
6	Coming to the CVA	6
8	Meeting Teachers	5
9	Learned Landscaping	3
10	Teachers Didn't Push or Force You to Work	2
	No Answer	39

TABLE 13

DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT DON'T YOU LIKE ABOUT THE CVA?

Rank	Responses	N
1	Nothing; Like it All	28
2	Not Enough Tools; Equipment Didn't Work; No Electricity	11
3	The Teachers	9
4	Not Enough Sports	7
5.5	Too Much Freedom	6
5.5	The People at CVA Including Other Kids	6
7	Not Organized	5
8.5	Teaching Methods	3
8.5	Not Enough Help With School Work	3
11	Filling Out Job Sheets	1
11	Testing	1
11	Don't Know	1
	No Answer	37

TABLE 14

DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT HAPPENED IN THE CVA PROGRAM THAT MADE YOU MAD?

Rank	Responses	N
1	Nothing	48
2	Argument With Teacher/Counselor	10
3	No Sports; Can't Play Ball	4
5	Broken Promises	3
5	Loss of Course Credit	3
5	Didn't Get Class I Wanted	3
8	Courses Moved Too Fast	2
8	Nothing in Shop Works	2
8	Theft; Stealing Equipment	2
10.5	Not Knowing What to Do About High School Diploma	1
10.5	The Testing	1
	No Answer	40

TABLE 15

DISTRIBUTION OF RESPONSES TO THE QUESTION:

HOW CAN WE MAKE THE CVA PROGRAM BETTER?

Rank	Responses	N
2	Bigger and More Shops and Shop Equipment	17
2	More Sports, Recreation and Recreation Facilities	17
2	Nothing; Everything is Alright	17
4	Get More Organized	8
5	More Discipline	6
6	More Flexible Schedule	5
8	Allow Smoking in Study Area	2
8	Staff Should Learn More	2
8	Discontinue the School	2
10	Miscellaneous: Add Driver Training, Have Longer Breaks, Get a Parking Lot, More Girls	1
	No Answer	41

Overall, the students appeared to be concerned about their futures and interested in an opportunity for education and vocational training. They liked the CVA program but expressed the desire for improvements, equipment and facilities in particular.

CHARACTERISTICS OF THE CVA STUDENTS. Table 16 presents a summary of all of the data collected during the evaluation of the students in the project (except case studies) and provides information about the characteristics of the students. Without attempting to cover everything in the table, here are some observations about the data.

As a group, the CVA students came from educationally, culturally and economically deprived home lives, and it was expected that their performance on tests would fall below the national norms for these tests. The data confirm this expectation. The average I.Q. of CVA students falls approximately one standard deviation below the norm. For the California Study Methods Survey, roughly 75 percent of students used to develop the national norms scored higher than the average CVA student. The same is true for performance in the California Test of Personality. In reading, the CVA students presented a slightly different picture. On the average, CVA students had completed the ninth grade just prior to entering the CVA, and were reading approximately one and one-half grades below that level at entrance into the CVA. However, norm tables make adjustments for intelligence since educators have long been aware that reading performance reflects mental maturity in addition to acquired skills. With

TABLE 16

CHARACTERISTICS OF THE CVA STUDENTS

	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Sex								
Male	61	69	21	84	38	69	120	71
Female	27	31	4	16	17	31	48	29
	88		25		55		168	
Classification								
Dropout	20	24	4	18	11	22	35	23
Potential Dropout	62	76	18	82	39	78	119	77
	82		22		50		154	
Vocational Specialization (CVA)								
Automotive	19	22	4	19	6	11	29	18
Landscaping	10	12	2	10	7	13	19	12
Food Service	7	8	2	10	9	17	18	11
Manufacturing	7	8	4	19	5	9	16	10
Maintenance and Repair	5	6	4	19	3	6	12	8
Health	6	7	1	5	5	9	12	8
Office	21	24	1	5	8	15	30	19
Child Care	1	1	0	--	4	8	5	3
Retail	10	12	3	14	6	11	19	12
	86		21		53		160	
Still in CVA or Reason for Leaving								
Still in CVA	53	61	22	88	49	89	124	--
Completed-Received Certificate	8	9	0	--	1	2	9	--
Completed-Received Diploma	2	2	0	--	0	--	2	--
Dropped Out of CVA	4	24	3	12	5	9	12	--
	67		25		55		147	

TABLE 16 Continued

	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Date Entered CVA								
October 1965	11	13	0	--	0	--	11	--
November 1965	2	2	0	--	0	--	2	--
December 1965	15	18	0	--	0	--	16	--
January 1966	22	26	0	--	0	--	23	--
February 1966	3	4	0	--	0	--	3	--
March 1966	9	11	0	--	0	--	9	--
April 1966	12	14	0	--	0	--	12	--
May 1966	5	6	0	--	0	--	5	--
June 1966	6	7	0	--	0	--	2	--
September 1966	0	--	21	84	32	59	54	--
October 1966	0	--	2	8	7	13	10	--
November 1966	0	--	0	--	8	15	8	--
December 1966	0	--	2	8	7	13	9	--
	85		25		54		164	
Summary								
October-December 1965							29	18
January-June 1966							54	33
September-December 1966							81	49
Job Placement in Work-Study Program								
Not Placed-No Jobs Available	1	1	0	--	1	2	2	--
Not Placed-Training Incomplete	3	4	0	--	0	--	3	--
Not Placed-Did Not Satisfy Employer's Requirements	0	--	1	4	1	2	2	--
Not Placed-Reason Unknown	9	11	3	12	7	13	19	--
Placed and Remained in Same Job	21	25	6	24	9	16	36	--
Placed and Changed Job for Added Experience	22	26	2	8	11	20	35	--

TABLE 16 Continued

	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Date Entered CVA								
October 1965	11	13	0	--	0	--	11	--
November 1965	2	2	0	--	0	--	2	--
December 1965	15	18	0	--	0	--	16	--
January 1966	22	26	0	--	0	--	23	--
February 1966	3	4	0	--	0	--	3	--
March 1966	9	11	0	--	0	--	9	--
April 1966	12	14	0	--	0	--	12	--
May 1966	5	6	0	--	0	--	5	--
June 1966	6	7	0	--	0	--	2	--
September 1966	0	--	21	84	32	59	54	--
October 1966	0	--	2	8	7	13	10	--
November 1966	0	--	0	--	8	15	8	--
December 1966	0	--	2	8	7	13	9	--
	85		25		54		164	
Summary								
October-December 1965							29	18
January-June 1966							54	33
September-December 1966							81	49
Job Placement in Work-Study Program								
Not Placed-No Jobs Available	1	1	0	--	1	2	2	--
Not Placed-Training Incomplete	3	4	0	--	0	--	3	--
Not Placed-Did Not Satisfy Employer's Requirements	0	--	1	4	1	2	2	--
Not Placed-Reason Unknown	9	11	3	12	7	13	19	--
Placed and Remained in Same Job	21	25	6	24	9	16	36	--
Placed and Changed Job for Added Experience	22	26	2	8	11	20	35	--

TABLE 16 Continued

	Group I		Group II		Group III		Total	
	N	%	N	%	N	%	N	%
Placed, Dismissed and Placed Elsewhere	15	18	8	32	13	24	36	--
Placed and Changed Job-Reason Unknown	13	16	5	20	13	24	31	--
	84		25		55		164	
Relationship of Job to CVA Specialization								
Jobs Same as CVA Specialization	43	58	14	67	23	50	80	--
Jobs Different from CVA Specialization	15	20	4	19	14	30	33	--
Jobs Partly Same and Partly Different	16	22	3	14	9	20	28	--
	74		21		46		141	
Attitude Toward CVA								
Very Pleased	20	48	4	25	10	35	34	--
Pleased	17	40	9	56	13	45	39	--
Not Sure	3	7	1	6	5	17	9	--
Disappointed	2	5	1	6	0	--	3	--
Very Disappointed	0	--	1	6	1	3	2	--
	42		16		29		87	

EVALUATION DATA

	Group I			Group II			Group III		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
Length of Time in CVA (months)									
Still in CVA	54	14.4	3.4	22	8.9	1.42	49	8.4	1.9
Completed-Received Certificate	8	14.1	2.6		No Data		1	9.0	0.0
Completed-Received Diploma	2	13.0	4.0		No Data			No Data	
Dropped Out of CVA	23	9.0	4.8	3	6.0	2.4	5	4.6	1.0

TABLE 16 Continued

	Group I			Group II			Group III		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
Age at Entrance into CVA	88	16.4	1.3	25	16.6	1.2	54	16.6	1.0
	(Range: 12-22 yrs.)			(Range: 15-20 yrs.)			(Range: 15-19 yrs.)		
Last Grade Prior to Entering CVA	88	9.4	1.2	24	9.3	1.3	53	9.8	1.2
	(Range: Grades 6-12)			(Range: Grades 7-12)			(Range: Grades 7-12)		
Absentee Rate in Year Prior to CVA (% of total days)	77	16.7	15.1	16	29.4	26.9	46	23.8	14.7
Absentee Rate in CVA (% of total days)	83	24.3	20.1	20	22	18.2	51	27.8	15.6
Number of Weeks on Job									
First Job	75	24.0	23.7	22	20.3	18.6	45	18.4	18.1
Second Job	51	14.8	13.6	12	12.0	11.8	33	8.3	6.6
Additional Job	17	15.2	13.3	4	12.3	10.6	15	13.8	13.9
Total Weeks on Job	56	38.1	23.4	16	24.9	20.0	40	30.1	23.1

	Group I			Group II			Group III			Controls		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
Calif. Study Methods I												
1st Test Period (Pretest)	33	20.67	17.70	23	24.83	24.10	--	--	--	14	17.43	16.76
2nd Test Period (Pretest)	--	--	--	21	23.91	22.15	55	32.91	24.79	--	--	--
Posttest	46	39.63	25.73	18	40.56	23.62	33	43.94	26.82	15	31.00	22.82
Calif. Study Methods II												
1st Test Period (Pretest)	33	23.76	24.62	23	12.48	17.31	--	--	--	14	16.79	15.95
2nd Test Period (Pretest)	--	--	--	21	12.00	16.47	55	14.73	20.58	--	--	--
Posttest	45	14.62	16.24	18	15.67	22.43	33	16.24	24.40	15	27.53	28.60
Calif. Study Methods III												
1st Test Period (Pretest)	33	28.09	26.27	23	33.39	23.94	--	--	--	14	21.93	20.87
2nd Test Period (Pretest)	--	--	--	21	27.00	25.89	55	22.22	19.12	--	--	--
Posttest	44	34.27	25.25	18	34.44	18.02	32	29.56	24.04	15	23.80	16.70

TABLE 16 Continued

	Group I			Group II			Group III			Controls		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
Calif. Study Methods-Total												
1st Test Period (Pretest)	33	18.61	18.65	23	14.57	18.29	--	--	--	14	13.00	13.91
2nd Test Period (Pretest)	--	--	--	21	16.14	21.74	55	18.67	18.71	--	--	--
Posttest	44	23.20	22.06	18	26.22	23.37	32	25.03	25.85	15	22.60	21.01
Calif. Study Methods-Verif.												
1st Test Period (Pretest)	33	21.97	4.15	23	20.13	4.95	--	--	--	14	21.50	4.42
2nd Test Period (Pretest)	--	--	--	21	19.81	4.48	55	20.42	4.35	--	--	--
Posttest	46	21.47	4.62	19	20.74	5.38	32	21.16	4.75	15	23.53	3.28
Calif. Test of Personality-Personality Adjustment												
1st Test Period (Pretest)	32	29.00	21.56	24	33.13	26.67	--	--	--	14	34.29	20.95
2nd Test Period (Pretest)	--	--	--	20	39.05	23.98	51	33.59	29.21	--	--	--
Posttest	44	34.50	25.95	16	37.94	24.24	30	36.90	25.58	15	37.33	20.16
Calif. Test of Personality-Social Adjustment												
1st Test Period (Pretest)	32	17.22	14.75	24	20.71	22.34	--	--	--	14	20.64	15.74
2nd Test Period (Pretest)	--	--	--	20	27.00	22.29	51	22.45	22.91	--	--	--
Posttest	43	22.63	22.83	16	23.81	14.75	30	32.87	30.53	15	32.80	21.55
Calif. Test of Personality-Total Adjustment												
1st Test Period (Pretest)	32	22.44	17.29	24	25.71	21.02	--	--	--	14	26.07	13.91
2nd Test Period (Pretest)	--	--	--	20	32.85	23.13	51	27.61	24.48	--	--	--
Posttest	43	27.51	22.87	16	28.56	15.16	30	34.07	27.56	15	33.67	20.37
Calif. Reading Test-Vocabulary												
1st Test Period (Pretest)	32	7.5	1.8	24	7.7	1.9	--	--	--	14	8.8	1.5
2nd Test Period (Pretest)	--	--	--	18	8.0	2.1	49	7.8	1.92	--	--	--
Posttest	13	8.5	1.3	17	8.4	1.5	18	8.4	1.76	14	9.0	1.4

TABLE 16 Continued

	Group I			Group II			Group III			Controls		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
Calif. Reading Test-Comprehension												
1st Test Period (Pretest)	31	7.5	1.6	23	6.9	1.8	--	--	--	14	8.4	1.2
2nd Test Period (Pretest)	--	--	--	18	7.3	1.8	49	7.7	1.7	--	--	--
Posttest	14	7.4	1.6	16	7.5	1.5	17	8.2	1.6	14	8.7	1.4
Calif. Reading Test-Total												
1st Test Period (Pretest)	31	7.5	1.7	22	7.0	1.9	--	--	--	14	8.6	1.3
2nd Test Period (Pretest)	--	--	--	18	7.5	1.9	49	7.7	1.8	--	--	--
Posttest	13	8.0	1.4	16	7.9	1.4	17	8.3	1.7	14	8.8	1.3
Lorge-Thorndike-Verbal												
1st Test Period (Pretest)	29	81.59	12.24	23	81.26	12.58	--	--	--	14	89.64	12.25
2nd Test Period (Pretest)	--	--	--	19	83.00	9.65	54	81.82	16.97	--	--	--
Posttest	51	81.53	--	21	81.29	12.77	38	87.68	21.60	15	89.33	14.44
Lorge-Thorndike-Nonverbal												
1st Test Period (Pretest)	29	85.90	15.15	24	86.29	12.62	--	--	--	14	90.21	10.98
2nd Test Period (Pretest)	--	--	--	19	86.26	14.49	53	84.13	19.31	--	--	--
Posttest	49	83.12	17.91	19	87.16	18.08	36	87.22	16.21	15	93.60	15.57
Lorge-Thorndike-Total I.Q.												
1st Test Period (Pretest)	29	83.90	12.86	23	83.87	11.74	--	--	--	14	84.43	21.87
2nd Test Period (Pretest)	--	--	--	19	84.90	10.98	53	83.26	17.66	--	--	--
Posttest	49	83.04	13.94	19	85.68	11.94	35	86.77	15.21	15	90.80	12.18
NYU Speech Test-Reading												
1st Test Period (Pretest)		No Data		18	58.50	6.56	--	--	--		No Data	
2nd Test Period (Pretest)	--	--	--	18	64.78	7.28	47	58.75	8.57	--	--	--
Posttest	37	65.19	6.73	14	63.43	6.08	28	64.75	7.77	14	66.07	5.16

TABLE 16 Continued

	Group I			Group II			Group III			Controls		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
NYU Speech Test-Conversation												
1st Test Period (Pretest)		No Data		18	70.50	6.30	--	--	--		No Data	
2nd Test Period (Pretest)	--	--	--		No Data		47	70.32	8.33	--	--	--
Posttest	24	76.04	6.59	9	75.78	8.39	19	76.63	7.48	14	79.14	6.30
NYU Speech Test-Total												
1st Test Period (Pretest)		No Data		18	129.33	12.43	--	--	--		No Data	
2nd Test Period (Pretest)	--	--	--		No Data		47	129.64	16.46	--	--	--
Posttest	24	140.88	13.03	9	140.00	15.22	19	140.21	15.60	14	145.21	10.88
Occupational Adjustment Scale-(Employer)												
General-3rd Rating Period	43	36.63	9.57	17	37.88	6.83	28	37.36	8.00			
Occupational Ability-3rd Rating Period	39	36.18	10.94	16	36.19	7.92	25	37.72	8.76			
Total-3rd Rating Period	39	36.64	10.15	16	36.81	6.83	25	37.88	8.25			
Occupational Adjustment Scale (CVA)-General												
1st Rating Period	74	30.14	7.85	23	28.13	9.13	54	31.02	8.49			
2nd Rating Period	64	30.61	7.80	22	30.77	8.19	51	30.16	8.00			
3rd Rating Period	51	31.47	9.33	20	30.55	9.61	42	31.24	9.17			
Occupational Adjustment Scale (CVA)-Occupational Ability												
1st Rating Period	70	26.96	8.63	21	24.86	7.52	48	26.38	8.68			
2nd Rating Period	56	28.00	9.34	19	24.74	10.41	39	26.49	8.43			
3rd Rating Period	45	29.04	8.97	19	24.47	10.94	35	27.60	10.35			
Occupational Adjustment Scale (CVA)-Total												
1st Rating Period	70	29.13	7.28	21	28.19	6.82	49	28.51	8.13			
2nd Rating Period	56	29.20	7.53	19	28.16	9.03	39	28.05	8.09			
3rd Rating Period	45	31.07	8.47	19	27.95	9.40	35	29.34	9.73			

an average I.Q. approximately one standard deviation below national norms, the CVA students are just about at the national norm in reading for students of their intellectual status.

The above information might explain the similarity between nonverbal and verbal I.Q. scores which are revealed in Table 14. Poor readers are expected to perform better on the nonverbal battery than on the verbal battery. CVA students performed equally well on both batteries suggesting that reading skill did not interfere with performance on the intelligence tests.

It is interesting to note that on the average, CVA students reached the ninth grade at the age of 16, which is a lag of two years from normal expectancy for a child who enters kindergarten at the age of five.

The absentee rate of students in the CVA was poorer than their rate of absence prior to entering the CVA. Some of the teacher-counselors at the CVA were aware of these records and expressed concern that these data might be interpreted incorrectly to mean that the students were dissatisfied with the CVA program. They pointed out that the picture of absenteeism in the CVA was spurious and resulted from unusual situations such as the responsibility of taking care of a baby and other responsibilities such as jobs. These comments suggest that the absenteeism data should be interpreted with caution.

It is also interesting to note that the employers in jobs held by students under the work-study plan tended to rate the CVA students a little higher than did the shop instructors. There does not appear to be any special explanation for this finding except possibly that the ratings represented different situations. In the CVA, the students were rated on what they learned while it is quite likely that the employers rated the students on their productivity on the job. However, significant correlations were found between the CVA instructors' ratings and the employers ratings, indicating a tendency for students rated higher by the shop instructors to also be rated higher by the employers.

RELATIONSHIPS OF RESULTS TO THE CASE STUDY FINDINGS. The case studies of the CVA students are presented elsewhere in the project report in an analysis prepared by Siegel, Talle, and Wilkins. Although the case study is part of the evaluation of the CVA program, it would be repetitious to review the findings here, and the reader is referred to REPORT II in this document for the detailed information provided by the case studies. One purpose of the case studies was to help verify the findings of the various other phases of the evaluation. When the case study data were compared with the other findings, these two independent sources of evaluation tended to agree. The following discussion illustrates this agreement.

The case studies showed that youngsters who left high school to come to CVA displayed hostility toward their previous school environment and then changed their outlook after entering the CVA. The scores of these students on the California Study Methods Survey test, part I, tend to support these observations. Table 1 (see page 17) shows that at the outset the 34 CVA students (for whom there was both pretest and posttest data) averaged approximately 30 percentage points below national norms on attitude toward school, but that by the end of the second year at the CVA, their scores on this test had risen 25 percentage points to only 6 points below the national norms. As mentioned earlier, this was one of the most impressive changes found in the CVA youth.

It is generally known that one of the major factors in poor school adjustment is unsatisfactory home life, so it came as no surprise when the case studies revealed that the majority of CVA students lived under poor home conditions in which households were disrupted and demoralized. As Siegel, Talle, and Wilkins pointed out, many students came from broken homes, homes with friction between parents, homes with tension between parents and children, and homes in which there was little or no evidence of family cohesion. As expected, the case studies also revealed that many of the CVA students had unresolved problems and difficulties with personal and social adjustment. A major purpose of the CVA program was to help students with their problems and to improve their personality adjustment. Siegel, Talle, and Wilkins reported gratifying changes and stated that over 80 percent of the students changed and grew in such qualities of personality adjustment as ability to concentrate, social behavior, relations with peers, confidence and maturity, outlook, bearing, personal satisfaction, and appearance.

The extent of the problems of adjustment revealed by the case studies corresponded with the scores on the California Test of Personality. Table 1 (see page 17) shows that the CVA students averaged approximately 25 percentage points below national norms on total adjustment in the personality test. However, the slight improvement in personality adjustment test scores from pretest to posttest does not appear to be as encouraging as are the changes reported by the CVA counselors. However, this discrepancy between case study findings and test results may be more apparent than real. Siegel, Talle, and Wilkins found that more students from good homes (stable and intact with strong family values) showed improvement in adjustment than did students from very poor homes (broken homes or with difficult parents). It is possible that the students from good homes increased their personality test scores more than can be seen from the data of all students shown in Table 1. If a follow-up study is made at a later date, it might be profitable to study the interaction between adjustment gains and home conditions.

The case-study finding that a number of students were still in need of a great deal more counseling and that several were recommended for psychiatric aid agrees with the findings in Table 1 which shows that at the time of the posttest, the CVA students were still approximately 20 percentage points below the national norms for total adjustment. It is quite possible that these findings underestimate the potential effectiveness of the CVA program since it is not known how much more improvement in adjustment would have occurred if all students had completed their experiences at the CVA before being posttested. Only part of the group was ready to leave the CVA following the posttesting.

The report of the case studies reflects a general tone of optimism regarding the impact of the CVA upon the students enrolled in the program. Siegel, Talle, and Wilkins repeatedly report on the positive response of the students to the counselors, other staff members, and to the program. The director of the CVA was quoted as saying that discipline was not a problem because of the climate which had been created and which the students liked. These impressions are almost entirely supported by independently collected evidence provided by the students themselves in their responses to an attitude questionnaire. Table 11 (see page 38) lists the students' positive impressions of the CVA. Most frequently they mentioned their liking for the teachers, the opportunity to work at their own speed, the freedom from rules, the flexibility in scheduling, and the chance for breaks in routine such as time out for coffee and smoking.

Summary of Findings

1. The CVA students improved significantly more than the controls in only one of thirteen criterion measures, the vocabulary section of the California Reading Test.

2. The CVA students showed some superiority over the controls in some of the other criterion measures, in particular the measure of school adjustment, but the size of the error term in the analysis did not permit any inferences to be made about the significance of this superiority.

3. Students with lower absentee rates prior to the CVA have almost consistently higher gains from pretest to posttest for the test battery than do students with higher absentee rates. When subjected to White's test for ranking the data, absentee rate was found to be a significant factor in the amount of gain shown. Sex and age of the students were found not to be significant factors in the size of gain.

4. Significant correlations were found between employer occupational ratings and pretest scores in the vocabulary section of the California Reading Test, the NYU Speech Test and ratings by CVA shop instructors using the Occupational Adjustment Rating Scale. Regarding vocabulary and speech, it would be meaningful to hypothesize that speaking skills contribute to success in job training, and that an emphasis upon speech in vocational training would increase a person's chances of job success.

5. The lack of correlation between employer occupational ratings and pretest scores in school adjustment, personality, reading comprehension, and intelligence suggest that persons entering the program with low scores in these attributes have as much chance to succeed on the job as persons with more positive attributes.

6. Among the students who went through the CVA program, there was some tendency for those with higher scores in personality, school adjustment and reading comprehension to receive the higher occupational ratings by their employers.

7. Eighty-four percent of the CVA students indicated they were pleased with the program, 10 percent were uncertain of their feelings about the program, and only 6 percent expressed disappointment in the program. Students with higher employer ratings were more pleased with the CVA program than those with lower employer ratings.

8. What the students expected most from the CVA program were education or training, and employment. What they liked most about the program were the teachers and the way the teachers treated them, the shops and machines, and the conditions under which the program was run.

9. Given a chance to say what they disliked the most, their most frequent response was that they disliked nothing about the program. What interested the students most were also the things they were most inclined to complain about, namely the teachers and the machines. On suggestions for

improving the program, the students most frequently called attention to the shops and shop equipment, and also asked that more attention be given to sports and recreation.

10. Performance on the test battery reflects the fact that the CVA students came from educationally, culturally and economically deprived home lives. They were one standard deviation below the national norms in I.Q. In personality and study methods their average scores fell at the 25th percentile of the national norms. They read approximately one and one-half grades below their grade level, but when adjustments were made for intelligence, they were just about at the national norm in reading for students of their intellectual status. There was a lag of two years in schooling. The average CVA students reached the ninth grade at the age of 16 rather than the usual age of 14.

11. The absentee rate of students in the CVA was poorer than their rate of absence prior to entering the CVA, but extenuating circumstances suggest that these results are somewhat spurious.

12. The analysis of case studies provides support for and agreement with many of the findings listed above.

Discussion

It has already been pointed out that the original design of the study had to be modified because of the unavailability of a random sample of control students against which to assess the changes that occurred in the CVA youth. Without an appropriate control group, this evaluation is more descriptive than experimental and the evaluation raises as many questions as it answers. For example, while the CVA youth showed impressive gains in attitude toward school, and while it might appear that the students were positively affected by the CVA program, more conclusive proof requires assessment against a control group of appropriate size and composition. With only 15 controls of doubtful representation, it would be dangerous to attempt to draw any inferences about the effectiveness or ineffectiveness of the CVA program.

In the original project proposal, there was to be a try-out stage during which the CVA program was to be modified and adjusted. The evaluation was supposed to begin after the try-out stage when the project entered the proving stage. However, the try-out and proving stages were merged and the evaluation reflects both stages. It is not known how the results would have turned out if there had been time to wait until the end of the try-out stage before starting the evaluation.

Another change in the original design has implications for the evaluation. As mentioned previously, it became necessary to posttest everyone who was in the program at the end of May 1967, whether or not he was ready to leave the program at that time. To the extent that the program still had something to offer the students at the time of the posttest, the evaluation could have underestimated the potential of the program.

Students with serious emotional or mental handicaps were not supposed to be admitted to the CVA program. However, the frequency distributions of scores on the Lorge-Thorndike Intelligence Tests showed that several students scored low enough to be classified as mentally retarded (lower two percent of the population on which the norms were constructed). Also, the frequency distributions of scores on the California Test of Personality showed that some students scored in the lower three percent of the population on which the norms were constructed. These personality scores together with the statement in the case-study report that several students were recommended for psychiatric aid suggests the possibility that some CVA students were admitted with personality disorders. If students with mental or emotional handicaps had been admitted to the CVA program, it might be expected that their performance would tend to reflect unfavorably upon the evaluation of the program.

The students were not all tested at the time they entered the CVA program, some being tested and then admitted at a later date while others were admitted and then tested later. The lapse of time between entering the program and the pretest in either direction could help to confound the evaluation.

There was no control group against which to evaluate improvement in job skill. The plan to have employers rate non-CVA employees in comparable positions and then use these ratings as controls did not work out. If a follow-up evaluation is carried out, another attempt should be made to obtain controls against which to assess the job performance of CVA students.

A major deterrent to project evaluations are the large variations in measurement scores that occur when the groups have widely divergent characteristics. In an experimental design of evaluation, the investigator hopes to minimize variations in scores in all dimensions except variations due to the effects of the program being evaluated. When the students vary for other reasons, this increase in variance increases the size of the error term which is used as the basis for making statistical inferences about the program. For example, if the variations in personality scores are increased because students come from homes ranging from good to very poor, the chances of being able to demonstrate significant effects of a program are reduced. This problem can be overcome by dividing the group into subgroups according to such factors as home background and investigating the interaction between the experimental program and these factors using multivariate techniques. Statistical error in an evaluation can be reduced considerably in this manner, and the likelihood of demonstrating significant program effects is increased proportionately. However, as the number of subgroups is increased, the total size of the group must also increase. There were not enough students with complete data in the present evaluation to carry out such a multivariate analysis but in a follow-up evaluation later on, additional subjects may make such an analysis feasible.

The investigator originally had planned a series of factorial analyses of variance which would have provided a sensitive method of testing for the relationships between pretest and posttest performance and selected factors such as age, absentee rate, and so forth. However, many students missed parts of the test battery during the pretest and the posttest and these missing data required that separate computer analyses be performed for each of approximately 180 relationships. Because of the evaluation deadline, a less sensitive analysis was used (the t test) which could be handled in a single computer "run," thus reducing the probability of getting significant results. There are two implications for a follow-up study. One is to provide more effective controls on the testing of subjects to be certain that complete data are collected for each person. The other is to allow sufficient time between the end of the posttesting and the deadline for the evaluation report to permit a more complete analysis of the data. Time must be allowed for the scoring of the tests, the punching of all data onto data cards, a review of all relevant information about the subjects before making decisions about the most appropriate types of analysis of data, the computer analysis of the data, the preparation of tables which will show what the data represent, the very likely possibility that additional analyses will have to be performed to follow up on information revealed by the initial analysis, and finally the preparation of the evaluation report. The necessary time was not available in preparing the present report, and consequently some analyses were not performed which might have provided additional useful information about the CVA program. These additional analyses can be carried out in any follow-up study of the CVA program.

Recommendations

1. In view of the CVA students' considerable interest in a high school diploma, greater emphasis should be placed upon basic education in the program and additional instruments for assessing the effectiveness of this basic education should be incorporated into any future evaluation.

2. In view of the students' concern about the condition of shop facilities and equipment, the improvement of conditions in the shops should be given top priority.

3. In view of the difficulty of providing effective experiences for mentally retarded or emotionally disturbed youth, the screening procedures for admitting students to the CVA should be reviewed and strengthened to assure the exclusion of such persons.

4. In view of the students' desires for recreational facilities and program, such facilities and program should be strengthened and made an integral part of the CVA program.

5. In view of the difficulties encountered in the project evaluation the following recommendations are made for future evaluation of the CVA program:

a) That a representative group of control subjects be included as part of the evaluation to provide an experimental design for the evaluation.

b) That the project be continued long enough to permit an evaluation based on a fairly large group of students who have completed the program.

c) That precautions be taken to collect test data on all students as they enter the program and as they leave the program, including those who leave without much advance notice.

d) That improved conditions for testing be provided including separate space free from noise and other distractions, ample room to avoid crowding, comfortable desks or tables at proper height, and sufficient time in the schedule to complete all testing (including make-ups).

e) That adequate time be allowed following the termination date of the project to permit a complete and thorough analysis of the evaluation data and a carefully prepared evaluation report.

Acknowledgments

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CVA personnel who administered tests:

Mr. Harvey Nelson (in charge of testing during first year)
Mr. Joseph Russo (in charge of testing during second year)
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NYU Consultants to the evaluation

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September 1967

Project No.
5-0005

CENTER FOR VOCATIONAL ARTS

350 Main Street
Norwalk, Connecticut

A PROGRAM OF OCCUPATIONAL TRAINING FOR SCHOOL ALIENATED YOUTH

CENTER FOR VOCATIONAL ARTS
350 Main Street
Norwalk, Connecticut

City of Norwalk

FRANK N. ZULLO. *Mayor*

Norwalk Board of Education

JOHN T. REINERS, *Chairman*
DR. HARRY A. BECKER, *Superintendent of Schools*
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INTRODUCTION

The Center for Vocational Arts was established as a pilot work-study project to develop a program of occupational training for school-alienated youth between the ages of 15 and 21. The objectives of this project are to enroll these school-alienated youth in an occupational training program through which they may acquire the skills necessary for available job opportunities, and to effect behavioral changes, through a program of guidance counseling, occupational training and academic instruction, so that these students may acquire the personal characteristics needed for their roles as productive adults and responsible citizens. The project is jointly financed by the federal government, the Division of Vocational Education of the Connecticut State Department of Education and the Norwalk Board of Education. (Funds were obtained under the Vocational Act of 1963 and Connecticut Public Law 261.)

AREAS OF TRAINING:

Training is offered in automotive services, child care, food services, health services, landscaping and horticulture, office services, maintenance and repair operations, manufacturing operations and retailing services. Each vocational training area is equipped with the necessary tools, machines, or other equipment appropriate for the training of semiskilled workers in that area. In addition to occupational training, provision is made for basic education instruction and vocational guidance and counseling.

PROGRAM STRUCTURE:

The Center for Vocational Arts is essentially guidance oriented with emphasis placed on individualized instruction and guidance in both vocational and academic areas. Each student's interests and needs are studied and a program of vocational training suited to his particular abilities is then developed. Aiding each vocational instructor and guidance counselor to develop these individualized programs of instruction are four educational specialists in the areas of English, Social Studies, Mathematics, and Science.

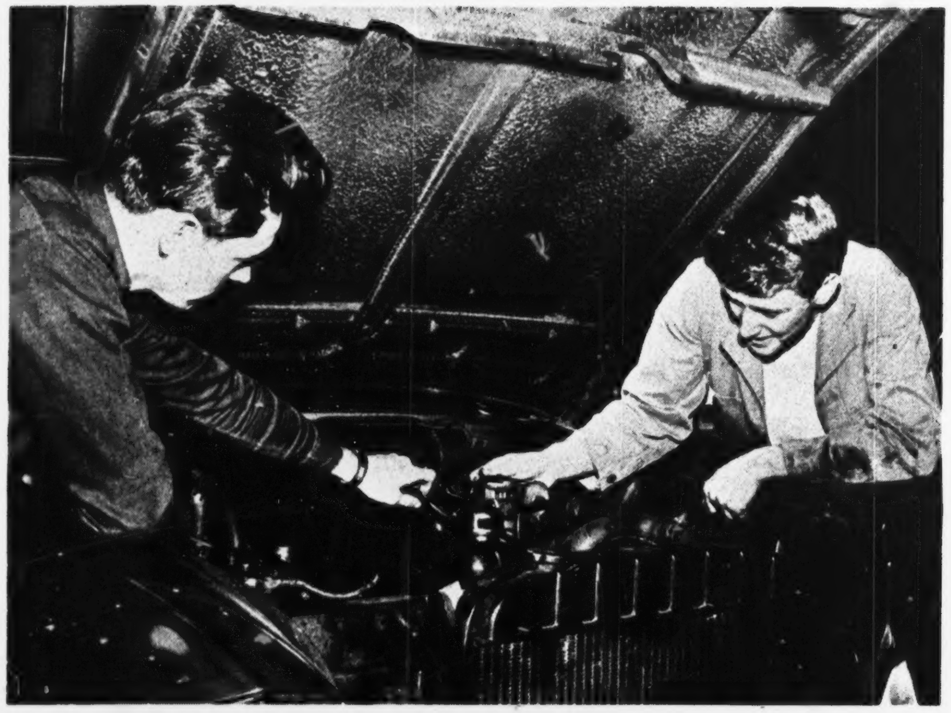
Further emphasis is placed on small group instructions, as well as the use of new and different approaches to basic academic education. These new approaches include programmed instruction and various teaching machines. Each vocational training group is limited to 15 students, with no more than two groups assigned per team consisting of one vocational instructor and one guidance counselor. It is this small ratio that makes for the guidance oriented program of the Center.

SCHEDULING -- PROGRESSION:

Students attend classes for three hours daily and are placed in part-time employment for four hours. They may attend either the morning or the afternoon session. Their progress in occupational training is not based upon the length of time spent in the training program, but rather upon their demonstrated competencies in their chosen fields. This same standard of competency is used for the granting of a high school diploma or vocational certificate. Each student is encouraged to complete the requirements for either the diploma or certificate and, whenever possible, both.

Thus, the Center is, in essence, an "ungraded" school wherein students progress at a rate limited only by their own motivation and ability. This factor, coupled with intensive guidance counseling, creates an environment in which school-alienated youth, including drop-outs, secure the needed skills and attitudes to become productive, contributing members of society.

AUTOMOTIVE DEVICES



OVERVIEW:

In Automotive Services students are taught how to repair and service cars on a semiskilled level. The number of skills each student develops depends upon his ability and his goals. In addition, safety, the proper use of manuals, proper use of tools, personal appearance, and good public relations are other aims of training in this program. Upon graduation students are classified either as helpers, assistants, or limited mechanics in garages, service stations, equipment companies, or firms using fleets of vehicles.

EQUIPMENT:

The students are taught in a shop-laboratory which is housed in the newest addition to the school. The shop-laboratory is an actual working garage containing three bays, two frame contact lifts and a complete assortment of tools and equipment.

TRAINING:

Experience is gained by dealing with people and their cars under the supervision of an experienced auto mechanic-instructor. Skill is developed by progressing from fundamental jobs such as greasing, changing oil, and servicing tires through the more complex functions according to both the required or personal objectives of the student. This could include as complicated a task as the complete overhaul of an engine.

Each session begins with a short lesson on basic fundamentals, followed by at least two and one-half hours of shop-lab work. Experience is gained through the use of detailed job sheets, all of which are supervised by the vocational instructor. These job sheets are graded and accumulated until both the requirements and desired level of proficiency have been met.

JOB OPPORTUNITIES:

Present trends indicate a need for employees in the following capacities: mechanic's helper, service parts clerk, brake specialist, service parts driver, and service station attendant.

CHILD CARE

OVERVIEW:

The girls in the Child Care area are trained in caring for children who range in age from infancy through preschool age. Children in all of the age groups are observed and the students are given the opportunity to work with three and four year old children in an actual child care center. In addition to the Child Care training, there is also training in Home Services. This training in Home Services is that of light housekeeping tasks and simple meal preparation.

EQUIPMENT:

The Child Care area is completely equipped for the running of a nursery school so the students are able to receive their training in their own shop-laboratory area.

In the program of Home Services, the girls use the kitchen facilities of the Food Services area for baking and for simple meal prepartion.

TRAINING:

The purpose of this particular type of occupational training is twofold. The first purpose is to prepare girls for their future lives as homemakers and mothers. The second purpose is to develop sufficient occupational skills so that students may obtain jobs in areas related to Child Care or Home Services.

The training in Child Care is accomplished by actually working with children. Infants and toddlers are observed while demonstrations of skills such as bathing, diapering and feeding are given. A nursery school for three and four year olds is operated by the students under the direction of the vocational instructor. The nursery school runs three mornings a week, leaving two mornings for planning and evaluation. The students bake cookies and cakes for the nursery school and prepare mid-morning snacks as well as such things as casseroles and salads. The light housekeeping duties are incorporated into the cleaning of the nursery school and the kitchen facilities of the Food Services area.

JOB OPPORTUNITIES:

Job opportunities in Child Care and Home Services range from nursery school aide, kindergarten aide, child center aide, to homemaker service aide and temporary home manager.

FOOD SERVICES

FOOD SERVICES

OVERVIEW:

Students in the Food Services area are trained in the handling, preparing, and serving of food in all stages from purchasing to its presentation as a finished product for consumption in both public and private institutions.

EQUIPMENT:

The shop-laboratory for Food Services is a complete kitchen-cafeteria. There are several types of refrigeration equipment, utensils, ovens, grills, a fountain, a slicer, counters, a cash register, tables and chairs, food storage facilities, mixers, and a full range of cleaning and washing equipment for both utensils and clothing used in the area.

TRAINING:

Students are taught how to use, clean, and maintain professional kitchen and restaurant equipment. All levels of training are included from taking orders, to cooking food, serving food, and to checkout cashiering. Students learn nutrition, how to set a table properly, how to store food, how to arrange food, personal hygiene, and the importance of proper appearance.

Food, as a service industry, requires that the students' attitudes are developed to reflect a high degree of cleanliness, the ability to work under pressure, and to work with and for people. All of this training is put into actual practice each day because the students do actually serve both the student body and the faculty of the Center for Vocational Arts on a daily scheduled basis.

JOB OPPORTUNITIES:

Because of the rapid increase in the number of food service chains and restaurants everywhere, employment opportunities have risen both in number and in quality. Food service training will qualify students in at least the following: cook's helper, kitchen maintenance worker, salad and sandwich worker, short order cook, waiter, waitress, and host or hostess.

HEALTH SERVICES

OVERVIEW:

Health Services prepares both male and female students to perform routine and nonprofessional tasks in caring for the personal needs and comforts of patients. The nurses aide and the orderly perform many tasks for patients which are difficult for the professional nursing staff to accomplish because of the shortage of nurses and because of the increased load of administrative duties for nurses.

EQUIPMENT:

The laboratory, a regulation two bed hospital unit, is complete with one electric bed, one crank bed, two bedside tables, two over bed tables, bed trapeze, and and lamps. Also contained are a utility room and a first aid room where the students become familiar with equipment and supplies used in a hospital.

TRAINING:

Training includes classroom instruction, demonstration, supervised work experience, and visits to medical facilities. Depending upon his or her objectives, a student enrolled in Health Services will develop skills as varied as making a bed, taking temperatures, pulse, and respiration, applying bandages, slings, and binders, patient hygiene, transporting patients, and cleaning a patient's unit.

JOB OPPORTUNITIES:

There is a continuing and constant demand for trained personnel in virtually every area of hospital and medical facilities. Job opportunities from training at the Center range from hospital messenger, nurses aide, orderly, to laboratory aide. Furthermore, the Health Services program provides an excellent background for the diploma bound student who may wish to continue in a regular nurses training program.

LANDSCAPING AND HORTICULTURE

OVERVIEW:

Among other things, one purpose of this training is to make the students aware of the beauty and order of nature. Mainly, however, the training program centers on three basic areas: landscaping and horticulture, floriculture, and small engine repair.

EQUIPMENT:

For Landscaping and Horticulture this includes a nursery on the school gorunds as well as the school grounds themselves. A full-scale commercial type greenhouse has just been completed for floriculture training. Small engine repair is done in a shop laboratory containing the various types of related engine driven equipment and the tools for servicing and repairing them.

TRAINING:

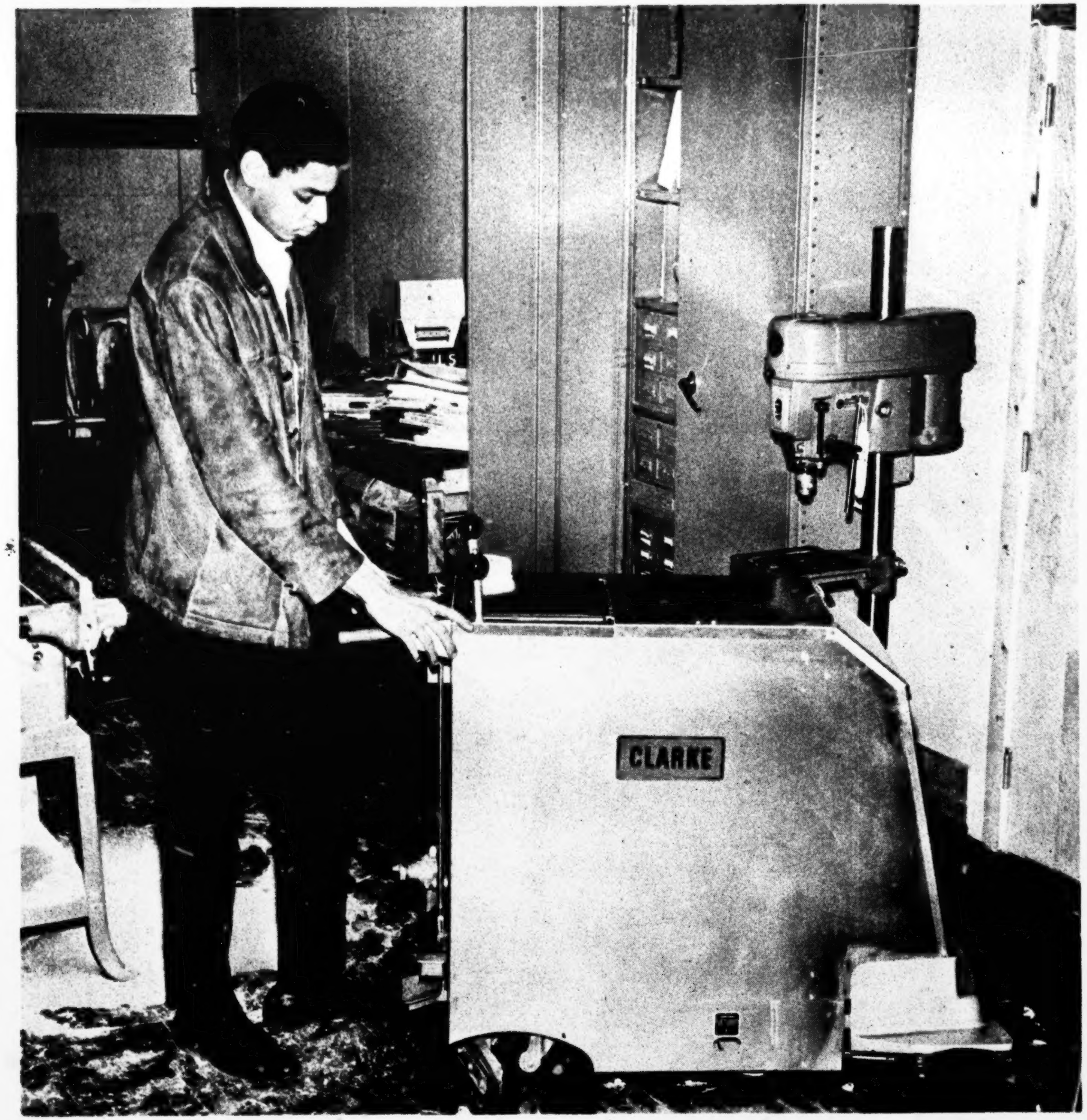
Training in Landscaping and Horticulture incorporates the science and the art of growing fruits, vegetables, and flowers or ornamental plants. It is implemented by having the students plan and execute landscaping operations. In this area, the school grounds serve as part of the laboratory. Floriculture, which pertains to the cultivation and management of ornamental plants, is in the process of being developed into a course within the program at the Center for Vocational Arts. The greenhouse is the focal point for this area.

Small engine equipment related to the field is used to teach the basic techniques and principles involved in the servicing and repair of such apparatus.

JOB OPPORTUNITIES:

Students are prepared for such occupations as landscape gardener, nursery worker, salesman in nursery, lawn and garden centers, landscape contractor, and small engine repairman. Estimates of the number of full-time employees needed by 1970 exceed many times the numer of annual graduates in Connecticut programs in this field.

MAINTENANCE AND REPAIR OPERATIONS



OVERVIEW:

Students in this area become semiskilled in a variety of areas including carpentry, plumbing, electricity, painting, and glazing. Each of these areas, of itself, includes a wide range of skills. Carpentry, for instance, includes repair or construction of articles and structures made primarily of wood, repair of floors of all types, and maintaining floors of all types.

EQUIPMENT:

Besides having a wide range of related tools, the Maintenance and Repair Services area contains a drill press, band saw, wood lathe, table saw, electrician's table, glass cutting machine, and grinders. In addition, the Center for Vocational Arts building as a whole is a laboratory for Maintenance and Repair students in as much as the students are permitted to practice their skills, within certain limitations, in whatever part of the building a learning situation may present itself.

TRAINING:

Students receive training in the care and use of tools and machinery related to each area of maintenance and repair. They are taught how to read blueprints and how to estimate quantities and costs for various operations and projects. Students practice such things as building partitions, laying tile, painting objects and walls, maintaining floors, replacing plumbing fittings, repairing broken windows, and replacing electrical plugs and switches. Of course, all of these are performed under supervision, and functions which, by nature, are hazardous are not permitted.

JOB OPPORTUNITIES:

Training in this area may qualify a person as a carpenter's helper, electrician's helper, painter's helper, floor waxer, building maintenance man, or factory or mill maintenance man.

MANUFACTURING OPERATIONS

OVERVIEW:

The Manufacturing Operations of the Center for Vocational Arts has as its major objectives the following: to teach the students single skills and work habits which are usable in many industries under varying conditions; to provide experiences working with various metal working hand tools and measuring equipment; to develop, understand and appreciate how the machine operator, inspector and assembler serve society; and to teach the student how to plan and read a basic sketch or drawing.

EQUIPMENT:

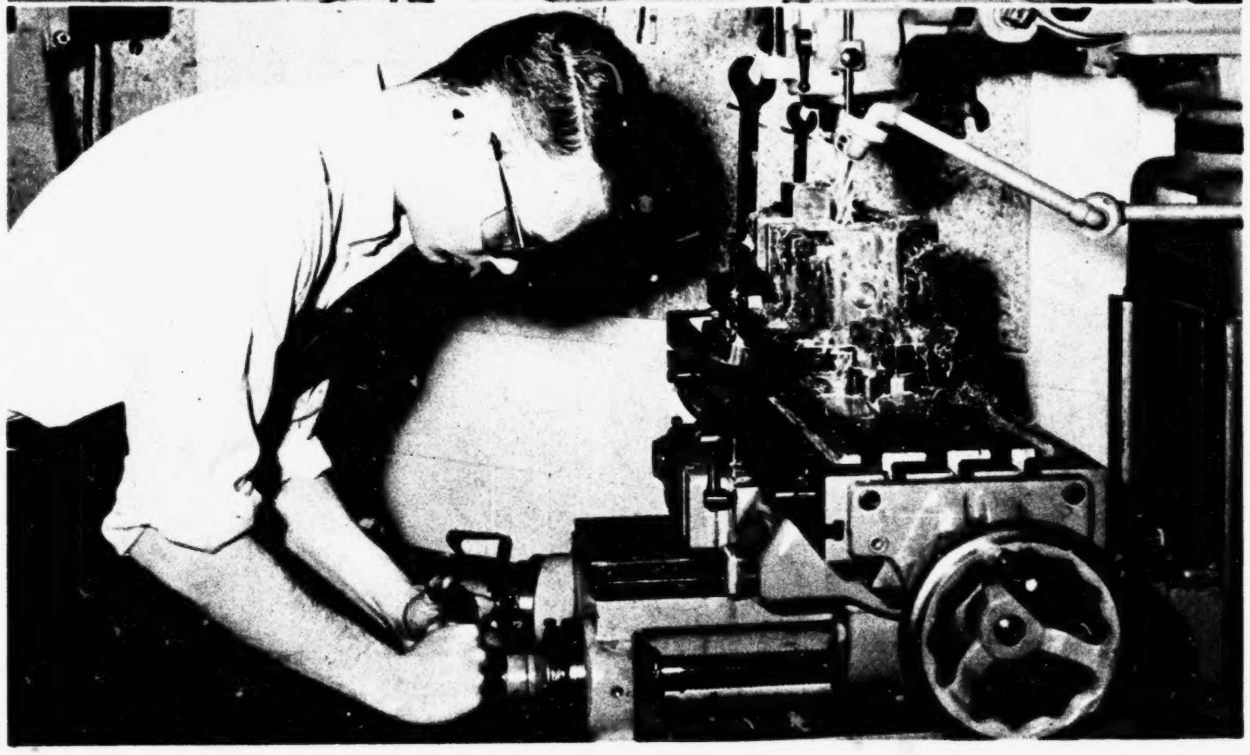
The following machines are included among those located in the Manufacturing Operations shop-laboratory area: milling machines (horizontal and vertical), lathes (including turret), drill presses, grinders, etc.

TRAINING:

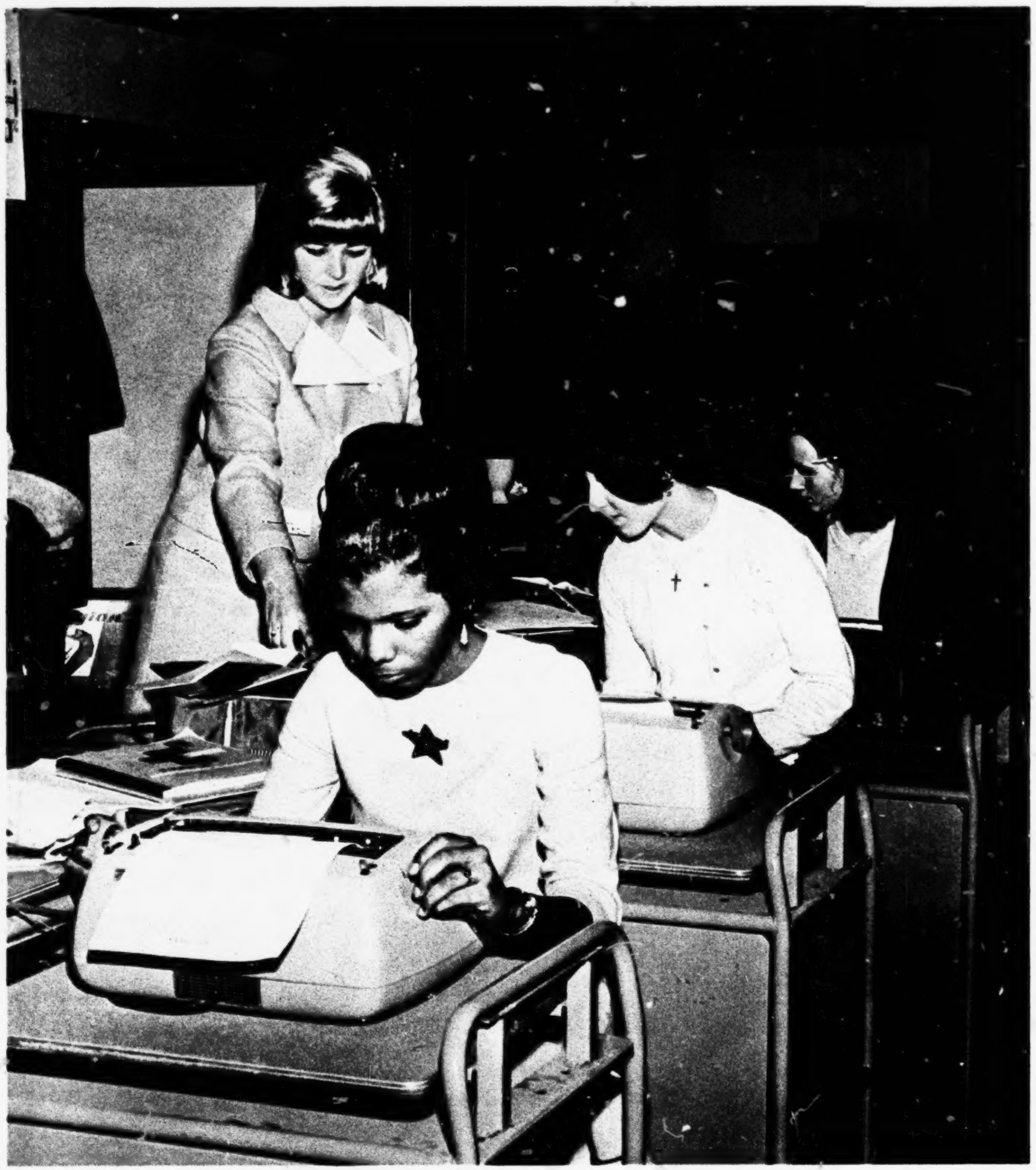
In Manufacturing Operations, students begin with basic related study assignments and then apply this knowledge in the shop-laboratory area which is set up with equipment of the types used by industry today. Each related study assignment incorporates the use of math, specialized vocabulary, and the reading of blueprints. Each student works at his own rate of speed and aptitude and will select, with the guidance of the instructors, one of the following areas of specialization: assembly (electro-mechanical), inspection (visual-instrument), bench mechanic, small machines or small grinders, with some students advancing to machine operator on any one of the milling machines or lathes.

JOB OPPORTUNITIES:

Tens of thousands of workers will need to be hired during the next decade to replace the turnover of personnel in the field of Manufacturing Operations. This program will qualify students to become employed as assemblers, inspectors, machine lathe operators, milling machine operators, and turret lathe operators.



OFFICE SERVICES



OVERVIEW:

Office Services trains students for all types of modern day office occupations. It provides business and industry with a steady flow of competent office workers for whose skills there is today an ever growing need.

EQUIPMENT:

Training in Office Services is given in a laboratory area set up as an office situation in which is contained all the necessary equipment for teaching the following skills: typewriting, techniques of key punching, filing, bookkeeping, use of calculators, duplicating machines, transcribers, and the proper use of the telephone.

TRAINING:

As in all other areas, the type and degree of skill is dependent upon the ability and the objectives of the student. The following is a description of what is taught in each skill area:

Students learn to file by alphabetic, numeric, geographic, and subject means;

In office machines they learn to use calculators, duplicating machines, the keypunch keyboard, the executive typewriter, and transcribers;

In typewriting the students learn to operate a typewriter correctly and efficiently for business, as well as letter writing, business forms, and manuscripts;

An essential business skill today is that of telephonic communications, namely the use of the directory, organizing and expressing ideas, projecting a pleasing personality, and handling both usual and unusual situations over the phone.

In bookkeeping students learn to understand the value and purpose of record keeping, become acquainted with bookkeeping terms, forms, and related financial records, and develop a clear and definite understanding of assets, liabilities, profit and loss.

JOB OPPORTUNITIES:

Job opportunties in Office Services range from that of mail clerk, file clerk or typist to transcription machine operator or general clerical worker who must be proficient in all office skills. In addition, there are many job opportunities for office machine operators such as the keypunch, calculating machine or adding machine operator.

RETAILING SERVICES

OVERVIEW:

Retailing Services is a phase of vocational education which prepares students for careers in the retailing and distributive fields. Individualized instruction enables a student to prepare for an entry level job in retailing such as stock clerk, checker, etc., with the opportunity to develop a higher level of occupation.

EQUIPMENT:

Equipment used here includes the most modern showcases, fixtures, marking machines, mannequins, cash registers, display materials, sign machine and the various business forms used in the field. The students use this equipment for the display and arrangement of merchandise and for the conducting of actual sales talks and demonstrations.

TRAINING:

Training is offered either in a specific job classification or in a series of related jobs which extend to positions in management for those who are able.

Both the hard goods such as appliances, furniture and hardware, and the soft goods, such as apparel, are studied in Retailing Services. The students also recive training in food and supermarket merchandising.

Training is accomplished through techniques such as the operation of a store-type laboratory, lectures, speakers, trade periodicals, films, and a coordinated on-the-job training program.

JOB OPPORTUNITIES:

The vocational program in this area offers training for many retailing occupations. Besides those listed above, some of these jobs are retail sales person, receiving clerk, shipping clerk, cashier, and inventory clerk.